

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**National Resource Centers and Foreign Language and Area Studies Fellowships**

**CFDA # 84.015A**

**PR/Award # P015A180167**

**Grants.gov Tracking#: GRANT12660448**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180167

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Standard Budget Sheet (ED 524)</b>	e6
<b>3. Assurances Non-Construction Programs (SF 424B)</b>	e8
<b>4. Disclosure Of Lobbying Activities (SF-LLL)</b>	e10
<b>5. ED GEPA427 Form</b>	e11
<i>Attachment - 1 (1236-GEPA 427 Response)</i>	e12
<b>6. Grants.gov Lobbying Form</b>	e13
<b>7. Dept of Education Supplemental Information for SF-424</b>	e14
<b>8. ED Abstract Narrative Form</b>	e15
<i>Attachment - 1 (1235-Abstract ASU Asia UG NRC FLAS 2018)</i>	e16
<b>9. Project Narrative Form</b>	e17
<i>Attachment - 1 (1237-project narative final)</i>	e18
<b>10. Other Narrative Form</b>	e78
<i>Attachment - 1 (1238-CV)</i>	e79
<i>Attachment - 2 (1239-Position Descriptions)</i>	e123
<i>Attachment - 3 (1240-Course list)</i>	e126
<i>Attachment - 4 (1241-Performance Measures)</i>	e142
<i>Attachment - 5 (1242-Letters of support)</i>	e145
<b>11. Budget Narrative Form</b>	e152
<i>Attachment - 1 (1234-BudgetNarrative.pdf - Adobe Acrobat Pro)</i>	e153

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☐ Application  
☒ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/25/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

ARIZONA STATE UNIVERSITY

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

86-01-96696

\* c. Organizational DUNS:

9433604120000

### d. Address:

\* Street1:

P.O. BOX 876011

Street2:

\* City:

TEMPE

County/Parish:

\* State:

AZ: Arizona

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

85287-6011

### e. Organizational Unit:

Department Name:

SHPRS

Division Name:

Center for Asian Research

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

\* First Name:

HEATHER

Middle Name:

\* Last Name:

CLARK

Suffix:

Title:

DIRECTOR, PRE-AWARD SERVICES

Organizational Affiliation:

\* Telephone Number:

480-965-1427

Fax Number:

480-965-2455

\* Email:

ASU.AWARDS@ASU.EDU

PR/Award # P015A180167

Page e3

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

### \* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

### 13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

NRC/FLAS 2018

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,624,790.22"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,624,790.22"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

ARIZONA STATE UNIVERSITY

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	156,500.00	211,150.00	204,754.00	204,341.00		776,745.00
2. Fringe Benefits	48,545.00	65,862.68	66,107.58	68,134.00		248,649.26
3. Travel	1,505.00	1,505.00	1,505.00	1,505.00		6,020.00
4. Equipment						
5. Supplies	11,344.00	6,750.00	6,750.00	6,750.00		31,594.00
6. Contractual						
7. Construction						
8. Other	37,336.00	37,086.00	46,586.00	37,086.00		158,094.00
9. Total Direct Costs (lines 1-8)	255,230.00	322,353.68	325,702.58	317,816.00		1,221,102.26
10. Indirect Costs*	20,418.00	25,788.00	26,056.00	25,425.00		97,687.00
11. Training Stipends	326,500.00	326,500.00	326,500.00	326,500.00		1,306,000.00
12. Total Costs (lines 9-11)	602,148.00	674,641.68	678,258.58	669,741.00		2,624,789.26

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 48.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180167

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
ARIZONA STATE UNIVERSITY		

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Previous Edition Usable

Authorized for Local Reproduction

Standard Form 424B (Rev. 7-97)  
Prescribed by OMB Circular A-102

PR/Award # P015A180167

Page e8



9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Sarah E Gates	Grants and Contracts Officer
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
ARIZONA STATE UNIVERSITY	06/25/2018

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="AZ Board of Regents on behalf of Arizona State University"/> * Street 1: <input type="text" value="Department: ORSPA; Division: OKED"/> Street 2: <input type="text" value="P.O. Box 876011"/> * City: <input type="text" value="Tempe"/> State: <input type="text" value="AZ: Arizona"/> Zip: <input type="text" value="85287-6011"/> Congressional District, if known: <input type="text" value="AZ-009"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>     		
<b>6. * Federal Department/Agency:</b> <input type="text" value="Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1 <input type="text" value="NA"/> Street 2 <input type="text"/> * City <input type="text" value="NA"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="Sarah E Gates"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Sarah"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Gates"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/25/2018"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1236-GEPA 427 Response.pdf

Add Attachment

Delete Attachment

View Attachment

## **GEPA 427 Response**

As a part of Arizona State University, the Asian Research Center strives to provide equal opportunity in recruiting for participation to its programs to participants of different races, national origins, genders, ages, and abilities. To guide it in its activities, the Center applies the ASU Equal Employment Policy (see below) when choosing participants for its programs.

### **ASU Equal Employment Opportunity/Affirmative Action Policy, Responding to Section 427 of GEPA**

It is the policy of Arizona State University (ASU) to provide equal opportunity through affirmative action in employment and educational programs and activities. Discrimination is prohibited on the basis of race, color, religion, national origin, citizenship, sex, gender identity, sexual orientation, age, disability, and special disabled veteran, other protected veteran, recently separated veteran, or Vietnam era veteran status. Equal employment opportunity includes but is not limited to recruitment, hiring, promotion, termination, compensation, benefits, transfers, university-sponsored training, education, tuition assistance, and social and recreational programs.

ASU is committed to taking affirmative action in increasing opportunities at all levels of employment and to increasing participation in programs and activities by all faculty, staff and students. Affirmative action is directed toward minority persons, women, special disabled veterans, other protected veterans, recently separated veterans, Vietnam era veterans, and persons with disabilities.

The Affirmative Action Plan (AAP) provides policies, procedures, and responsibilities for implementing, monitoring, reporting, and communicating compliance with the university's equal employment opportunity/affirmative action policy.

Responsibility for AAP development, reporting, and monitoring of employment activity has been delegated to Barbara Mawhiney, Director, Equal Opportunity/Affirmative Action. The EO/AA office is located in ADM B171 and is open 8 - 5, Monday - Friday. Responsibility for implementation of and communication about EO/AA policies has been delegated to provosts, vice presidents, and the Director, EO/AA. Further information on responsibilities related to EO/AA is provided in the Affirmative Action Plan. The specific internal and external communication efforts are also provided in the AAP and demonstrate the university's commitment to achieving the goals of affirmative action. The commitment to equal opportunity through affirmative action is central to ASU's mission. It is the responsibility of each hiring official to communicate the goals of the Affirmative Action Plan and assure employment actions are in compliance with the university's policies providing equal opportunity.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

ARIZONA STATE UNIVERSITY

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. \* First Name: Sarah Middle Name:   
\* Last Name: Gates Suffix:   
\* Title: Grants and Contracts Officer

\* SIGNATURE: Sarah E Gates

\* DATE: 06/25/2018

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr .	Juliane		Schober	

Address:

Street1:	975 S Myrtle Ave #4302
Street2:	
City:	Tempe
County:	
State:	AZ: Arizona
Zip Code:	85281-0112
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
4807278027	

Email Address:

j.schober@asu.edu
-------------------

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment: 1235-Abstract ASU Asia UG NRC FLAS 2018.pdf

Add Attachment

Delete Attachment

View Attachment

**Contextualizing Transregional and Global Asia:  
Establishing an Undergraduate NRC/ FLAS Center for Excellence for Asia at  
Arizona State University**

The ASU Center for Asian Research is submitting a proposal for the 2018-2021 cycle to establish a Title VI NRC/ FLAS Undergraduate Center of Excellence for Asia, leveraging the university's mission of access, inclusion, excellence and innovation to produce globally engaged graduates who are prepared to engage regional, national, and global challenges of the 21<sup>st</sup> century. All proposed activities are of high quality, appropriate and necessary to achieve the performance goals of the ASU NRC/FLAS Center for Asia. Funding will have a significant impact on more than 350 undergraduate and graduate students seeking degrees in 20 programmatic tracks centering on the study of Asia, nearly 3,000 students enrolled in Asian LCTLs, more than 10,000 students who enrolled in Asia-related courses, and 290 students who participated in study abroad programs in Asia in 2017-18 **(1.A.:T1; 4.F, 8.A: T18.)**

The center will function as an undergraduate national resource center where undergraduates, graduate students and FLAS recipients have access to beginning to advanced performance-based instruction in 7 Asian LCTLs (Burmese, Chinese/Mandarin, Hindi/Urdu, Indonesian, Japanese, Korean, and Vietnamese) **(FP1,2)**. To improve upon the study of Asian LCTL at ASU, the center will work with the School of International Letters and Cultures to establish and improve student proficiency standards, offer Hindi/Urdu on a regular basis, support ACTFL training for instructors of Asian languages, and develop a major in Korean. In addition, we will collaborate on outreach activities like International Day, and K-12 outreach, including the annual, state-wide Japanese Speaking Contest and the StarTalk Chinese program **(PM1)**.

In an effort to create a 4+1 master program for undergraduates majoring in Asian language or area studies degree programs, the Center will work with faculty to strengthen, improve and expand the advanced curriculum for all regions of Asia. When seeking employment in areas of national need, including government service, ASU graduates will have a comprehensive understanding of the social dimensions and global reach of countries, regions and places, where Asian LCTLs are used **(PM2)**.

The center will support research and knowledge networks for experts trained in diverse regions of Asia and its global networks in professional and academic fields of study. We will also support course development and research on thematic issues that cut across regions in Asia and address their impact on contemporary world affairs. Students, faculty and the public will be informed of multiple perspectives and engage in debates **(AP1)**.

The center will form an educational outreach network linking diverse levels of education from K-12, the Maricopa Communities Colleges with 250,000 predominantly Hispanic students, to ASU and to partner institutions in the US and abroad. Center staff and faculty will design and implement in-service teacher training for K-12 and community colleges in Arizona, the Southwest and nationally by making the course modules developed with the center's UISFL project, Asia Mediated, available online. Leveraging institutional relationships, the center will promote expert research networks and advance extensive outreach programs and training workshops for community college and K-12 teachers. We will create and foster international linkages with institutions in Asia and elsewhere to enrich the center's thematic foci, educational programs and instruction **(AP2, CP1, CP2, PM3)**.

The center will award AY and summer FLAS fellowships to eligible and qualified students from professional and other academic schools and will enroll in performance-based language instruction and Asian content courses. Graduate students engaged in predissertation study, who are preparing for dissertation research, conducting dissertation research abroad or writing dissertations will also be considered **(FP1, FP2)**.

With the support of NRC/FLAS funding, these initiatives will leverage ASU's resources in Asian studies to produce graduates capable to become future leaders in government service and other careers in areas of national need.



## Project Narrative File(s)

---

\* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

---

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

**Center for Asian Research (CAR)**  
**Arizona State University (ASU)**  
**2018-2022 National Resource Center Narrative**  
**Table of Contents**

List of Abbreviations – ASU Colleges, Centers, Partners and Programs

Federal Forms

Abstract

Evaluation Criterion 1: Program Planning and Budget .....	1
1.A. High-Quality NRC- Focused Activities.....	1
1.B. Program Development and Timeline.....	2
1.C. Objectives and Reasonable Costs.....	5
1.D. Long-Term Impact .....	5
Evaluation Criterion 2: Quality of Staff Resources .....	5
2.A. Faculty and Staff Qualifications. ....	5
2.B. Staffing, Oversight and Outreach Participation .....	7
2. C. Non-discriminatory Employment Practices .....	9
Evaluation Criterion 3: Impact and Evaluation .....	10
3.A. Significant Impact on the University, Community, Region and the Nation.....	10
3. B. Evaluation Plan .....	13
3.C. Activities Addressing National Needs and Generating Information .....	15
3.D. Post-Graduate Employment in Areas off National Need.....	15
Evaluation Criterion 4: Commitment to Subject Area .....	16
4.A. Center Operations .....	16
4.B. Teaching Staff .....	18
4.C. Library .....	19
4.D. Overseas Linkage .....	19
4.F. Students in Fields Related to Center .....	22
Evaluation Criterion 5: Strength of Library.....	24
5.A. Print and Non-Print Holdings and Access .....	24
5.B. Reciprocal Access and Linkages .....	27
Evaluation Criterion 6: Quality of the Non-Language Instructional Program .....	28
6.A. Quality and Extent of Course Coverage by Discipline .....	28
6.B. Specialized Course Coverage .....	29
6.C. Faculty Strengths by Region and Country .....	29
6.D. Interdisciplinary Courses .....	30
Evaluation Criterion 7: Quality of Language Instructional Program .....	31
7.A. Asian LCTLs Taught and Enrollment .....	31

7.B. Advanced Language Training and Content Courses .....	35
7.C. Language Faculty and Performance-Based Teaching .....	36
7.D. Performance-Based Instruction in Use and under Development.....	38
Evaluation Criterion 8: Quality of Curriculum Design .....	40
8.A. Undergraduate Instructions .....	40
8.B. Quality of Graduate Programs in Disciplines and Professional Schools.....	42
8.C. Advising, Research and Study Abroad .....	43
Evaluation Criterion 9: Outreach Activities .....	45
9.A. Elementary and Secondary Schools .....	46
9.B. Post-Secondary Institutions.....	46
9.C. Business, Media, General Public.....	47
Evaluation Criterion 10: FLAS Awardee Selection Procedures.....	47
10.A. Advertising FLAS.....	48
10.B. Application Process.....	48
10.C. Selection Criteria.....	48
10.D. Composition of the Selection Committee.....	49
10.E. Timeline for the Competition.....	49
10.F. FLAS Competitive Priorities.....	50
10.F.i Competitive Priority 1 .....	50
10.F.ii Competitive Priority 2.....	50
Evaluation Criterion 11: NRC Priorities.....	50
11.A. NRC Absolute Priority I.....	50
11.B. NRC Absolute Priority II.....	50
11.C. NRC Competitive Preference Priorities.....	50
11.C.i Collaboration with CC.....	50
11.C.ii Collaborative Activities with Teacher Training Education Program.....	51
Budget.....	52
Budget Narrative.....	54
Appendices.....	58
Curriculum Vitae.....	58
Position Description.....	59
Course List.....	62
Letters of Support. ....	78
Performance Measure Form.....	83

## **Index of Acronyms**

**AAP:** Affirmative Action Plan  
**AAS:** Association for Asian Studies  
**ABD:** All but dissertation  
**APP:** Academic Program Profile  
**ASU:** Arizona State University  
**AY:** academic year  
**CC:** Community College  
**CI:** Confucius Institute  
**CLAS:** College of Liberal Arts and Sciences  
**CLI:** Critical Languages Institute  
**CN:** Chinese  
**DBA:** Doctor of Business Administration  
**EEO/AA:** Equal Employment Opportunity and Affirmative Action  
**F:** Fall semester  
**FTE:** full-time employee  
**G:** Graduate  
**HEEAP:** The Higher Engineering Education Alliance Program  
**IHR:** Institute for Humanities Research  
**IND:** Indonesian  
**JPN:** Japanese  
**KOR:** Korean  
**MCC:** Maricopa Community Colleges  
**PI:** Principal Investigator  
**RHHE:** Regents High Honors Endorsement Scholarship  
**S:** Spring semester  
**SAO:** Study Abroad Office  
**SGS:** School of Geographical Sciences  
**SHEsc:** School of Human Evolution and Social Change  
**SHPRS:** School of Historical, Philosophical, and Religious Studies  
**SILC:** School of International Letters and Cultures  
**SPGS:** School of Political and Global Studies  
**SST:** School of Social Transformation  
**UG:** Undergraduate  
**UOEED:** University Office of Evaluation and Educational Effectiveness  
**UOIA:** University Office of Institutional Analysis  
**USAID:** U.S. Agency for International Development  
**VIET:** Vietnamese

## **Arizona Organizations**

**ACHE:** Arizona Council for History Education  
**AZLA:** Arizona Language Association  
**MCC:** Maricopa Community Colleges

**MIM:** Musical Instruments Museum

**Professional Organizations**

**AAS:** Association for Asian Studies

**ACC:** Center for American Culture

**ACLS:** American Council of Learned Societies

**ACTFL:** American Council on the Teaching of Foreign Languages

**AIFIS:** American Institute for Indonesian Studies

**AIS:** American Institute for Indian Studies

**CI:** Confucius Institute

**CAORC:** Council of American Overseas Research Centers

**COLMEX:** El Colegio de Mexico

**COTI:** Consortium for the Teaching of Indonesian

**DoD:** Department of Defense

**DSAL:** Digital South Asian Library

**ERE:** educational research and evaluation (?)

**GUAVA:** Group of Universities for the Advancement of Vietnamese in America

**HEEAP:** The Higher Engineering Education Alliance Program

**IAS:** Institute for Advanced Study

**IIE:** Institute of International Education

**Inya:** Inya Institute for Burmese Research, Yangon Myanmar, applicant for American Center competition

**JF:** Japan Foundation

**KF:** Korea Foundation

**NEH:** National Endowment for the Humanities

**NSF:** National Science Foundation

**SAIF:** Shanghai Advanced Institute of Finance

**SASLI:** South Asian Summer Language Institute

**SCU:** Sichuan University

**SEALC:** Southeast Asia Languages Council

**SEASSI:** Southeast Asian Studies Summer Institute

**SNAI:** Shanghai National Accounting Institute

**SOAS:** School of Oriental and African Studies, University of London

**SSRC:** Social Science Research Council

**USAID:** U.S. Agency for International Development

**WCAAS:** Western Conference of the Association for Asian Studies

**US Department of Education**

**CLT:** Communicative language teaching

**ILR:** Interagency Language Roundtable scale

**IRIS:** International resource information system

**LCTLs:** Less commonly taught languages

**OPI:** Oral Proficiency Interview

**UISFL:** Undergraduate International Studies and Foreign Language Program

**Title VI: 2018 Priority Codes**

**AP1:** Absolute priority 1- diverse debates

**AP2:** Absolute Priority 2- teacher training

**CP1:** Competitive Preference Priority 1- Community College Collaboration

**CP2:** Competitive Preference Priority 2- Collaboration with teacher training programs

**FP1:** FLAS Competitive Priority 1- Student financial need

**FP2:** FLAS Competitive Priority 2: Awards for Asian LCTLs

## 1. Program Planning and Budget:

**1.A. High-Quality NRC-Focused Activities.** The Center for Asian Research at Arizona State University seeks to establish, strengthen and operate an undergraduate NRC and FLAS granting center of excellence in the study of Asia. As one of the largest U.S. public universities and a driver of smart economic growth in the Southwest, ASU provides an exceptional institutional setting with diverse instructional environments across four campuses in the Phoenix metropolitan area. U.S. News & World Report named ASU the most innovative university in the U.S. for the past three years, citing ASU's commitment to academic success, access, inclusion, and impact. In 2017, ASU enrolled 83,551 undergraduate and 20,016 graduate students, with a freshmen retention rate of 85%, a 6-yr. graduation rate of 67% and research expenditures of \$540 M. **Table 1** highlights the potential impact of NRC/FLAS funding on students at all levels of training at ASU.

<b>Table 1: Overview of Strengths in Asian content and LCTLs</b>		
<b>Degrees / Curriculum</b>	<b>2017/18</b>	
UG majors	143	students
UG minors	129	students
Graduate MA & PhD	48	students
Asian LCTLs offered	7	priority languages
Language Curriculum	120	courses
Asia-Related Content	239	courses
Asia-related Enrollment	10,053	students
Center Affiliates	78	faculty

The ASU undergraduate NRC/ FLAS center will be a center of excellence, leveraging ASU's commitment to becoming a global center for interdisciplinary research, while fostering local impact, social embeddedness, and accessibility so that ASU graduates will be prepared to contribute their expertise about Asia in areas of national

need. All proposed activities are of high quality and directly related to the goals and purpose of the ASU NRC/FLAS center. It will function as an undergraduate national resource center where undergraduates, graduate students and FLAS recipients have access to (a) beginning to advanced performance-based instruction in 7 Asian LCTLs (Burmese, Chinese/ Mandarin, Hindi/Urdu, Indonesian, Japanese, Korean, Vietnamese; **FP2**); (b) an improved and expanded area studies curriculum to provide a broad understanding of the social dimensions and global reach of countries

where Asian LCTLs are used (**AP1**); (c) research and experts trained in diverse regions of Asia and its global networks in professional and academic fields of study; and (d) instruction and research on themes that link regions in Asia and their impact on contemporary world affairs (**AP1**). Center staff and faculty will design and implement teacher training for K-12 and community colleges in Arizona, the Southwest and nationally (**CP1**). Leveraging institutional relationships, the center will promote research networks as well as outreach in-service teacher training programs for community college (CC) and K-12 teachers. We will create and foster international linkages with institutions in Asia and elsewhere to enrich the center's thematic foci, educational programs and instruction. The center will award AY and summer FLAS fellowships to eligible and qualified students from professional and other academic schools and will enroll them in performance-based language instruction and Asian content courses (**FP1,2**). Graduate students engaged in predissertation study, who are preparing for dissertation research, conducting dissertation research abroad or writing dissertations will also be considered. These improvements are necessary to expand access, provide instruction and meet ASU's high demand for Asian content and language courses among undergraduates and graduates seeking careers in diplomacy, security, business, education or law or matriculating into graduate programs.

**1.B. Program Development and Timeline.** The ASU center will leverage its resources to implement 2018-21 NRC/FLAS priorities (**T2**) by increasing the number of LCTLs taught from 5 to 7 and the number of courses taught at the intermediate/ advanced levels by adding 3<sup>rd</sup> year Burmese, developing a 2-yr. Hindi/Urdu track and expanding the minor in Korean into a major (**F2**). We will provide ACTFL/OPI training for language instructors and increase by 10% the number of students in Asian LCTL and content courses. Faculty course buy-outs will support curriculum development, strengthening interdisciplinary course offerings about Asia and its regions, so that advanced undergraduates earning bachelor degrees in Asia studies and LCTLs can earn a 4+1 master degree.



Table 2: Program Development and Timeline								
Budget Line	Activity Category							
	ADMINISTRATION	PRIORITY	IMPACT	Y1	Y2	Y3	Y4	
Line 13A	Center Director and Staff							
	Outreach Coordinator	AP1, AP2,CP1,CP2	📢	new				
Line 17A	Curriculum/FLAS Coordinator	AP1, FP1,FP2	📢🇺🇸	new				
Line 16A	Technology/web communications	AP1,AP2,CP1,CP2	📢🇺🇸	new				
Line 15A	NRC/ FLAS reporting assistance	all	📢	new				
Line 14A	Undergraduate internships	AP1	📢🇺🇸	cont.				
	Student assistants	AP2, CP2	📢	new				
	LANGUAGE INSTRUCTION							
Line 8A	Hindi/Urdu Instructor	FP2	🇺🇸	new				
Line 10A	Hindi/Urdu curriculum development	FP2	👤	new				
Line 7A	Faculty Associate for Burmese	FP2	🇺🇸	cont.				
Line 10A	Advance Burmese curriculum development	FP2	👤	cont.				
	Develop Korean Major	FP2	👤	new				
	Online/hybrid LCTL development, CHI, VT	FP2	👤	cont.				
	ACTFL training for Asian LCTL teachers	AP2	🇺🇸	cont.				
	SEASSI, SASLI, CLR/ASU, CSEAL,	AP1,FP2	📢🇺🇸	exp.				
	AREA AND OTHER INSTRUCTION							
Line 10A	Assistant Professor, SEA history	AP1	👤	new				
	Coordinate new Asian Studies Prefix	AP1, FP2,CP2	📢🇺🇸	new				
	Develop 4+1 curriculum	ARI, FP12,	📢🇺🇸	new				
	Curriculum development course buy-outs	AP1, FP2,CP2	📢🇺🇸	new				
	LIBRARY							
	Acquisitions for E, S, and SE Asia	AP1, FP2,CP2	📢	exp.				
	Special Collections		📢	exp.				
	OUTREACH							
Line 43 A	MCC global outreach and conference	CP1 AP2	👤📢	new				
Line 42A	K-12/ ACHE conference teacher workshop	CP2, AP2	👤	exp.				
	AZ Japanese Speech Contest- K-12+ CC	AP1, FP2,CP2	🇺🇸	cont.				
	Institutional linkages	AP1, FP2	📢🇺🇸	exp.				
	Museum: Japanese exhibit and performance	AP1-2, CP1-2	📢	new				
	Research conferences	AP1, AP2	📢📢🇺🇸	cont.				
	Faculty and student travel grants	AP1, FP2	👤	cont.				
	Media and digital outreach, multiple	AP1-2, CP1-2	📢	new				
	Campus: International Day	AP1, FP2	📢	cont.				
	Lecture series	AP1	👤📢	cont.				
	EVALUATION							
Line 46A	Internal project eval, multiple databases	all	👤🇺🇸	cont.				
	External evaluator	all	👤🇺🇸	cont.				
Key								
	Impact		Paid by					
	NRC knowledge generating activity	👤	ASU					
	Dissemination	📢	Shared					
	Increase National Pool of Experts	🇺🇸	Title VI					
	NRC Priorities							
	Absolute Priority 1	AP1	Diverse perspectives/					
	Absolute Priority 2 teacher training	AP2	Teacher Training					
	Competitive Preference Priority 1	CP1	CC Collaboration					
	Competitive Preference Priority 2	CP2	Collaboration w/Teachers' Education Program					
	FLAS Priorities							
	Competitive Preference Priority 1	FP1	Student Financial Need					
	Competitive Preference Priority 2	FP2	AY FLAS to Asian LCTL					

To ensure an efficient project start-up and implementation of NRC/FLAS priorities, we are now advertising FLAS fellowships and new staff positions, pending budgetary approval and award notification. We will continue employing the Burmese instructor Chan Lwin, hire a qualified Hindi instructor (50% FTE, 1<sup>st</sup> yr., 100% FTE. in yrs. 2-4) and conduct a national search in F 2018 for a historian of mainland Southeast Asia. Matt Delmont, Director of SHPRS, will work with the College of Liberal Arts and Sciences to secure matching funds for a tenure-track position. We will hire an outreach coordinator to plan and facilitate teacher training workshops with Maricopa Community Colleges (MCC; 250,000 students in metro area) and K-12 teachers state-wide, assist with research conferences, developing promotional materials, initiating and mentoring on-campus clubs for undergraduates (**AP1, CP1**). The FLAS/Curriculum coordinator will communicate educational opportunities to majors, minors and FLAS recipients, track placements and will work with faculty and the administration to develop advanced area studies courses and the Asian studies prefix to advance the 4+1 master degree (**FP1, 2**). The technology communications coordinator will maintain the center's digital communications on social media platforms, streamline information exchanges with outreach partners, communicate educational and employment opportunities in government service and in the work force, publish a bi-weekly newsletter, and work with the outreach coordinator to make 20 *Asia Mediated* instructional modules (developed with UISFL funding in 2016-18) available to CC teachers and others (**AP1, CP1**). The administrative assistant (20% FTE) will collect data for IRIS reports, manage the NRC and FLAS budgets and coordinate logistics. Center staff will be assisted by paid student interns. Teacher training includes 2 Global Forum teacher training workshops and an Internationalizing Curriculum workshop each year at MCC, ACHE, and for K-12 teachers (**AP2, CP1-2**). A bi-weekly lecture series on campus and annual research conferences to generate and disseminate research on Asia, its regions, and its inter-Asian and global connections, and promotion of networks among ASU, visiting experts and students (**AP1**). We will add

institutional linkages with the Inya Institute in Myanmar (an applicant for Title VI American Overseas Research Centers) and El Colegio de Mexico (COLMEX) to foster scholarly exchanges and continue existing relationships with AIIs, AIFIS, SEALC (**FP2**), and WCAAS.

**1. C. Objectives and Reasonable Costs.** The proposed costs are reasonable, appropriate and necessary to establish, strengthen and operate a NRC/ FLAS for Asian LCTLs and area studies at ASU to implement NRC/FLAS priorities. The Dean of Students in CLAS committed to augmenting undergraduate NRC/FLAS with ASU tuition fellowships in subsequent years.

**1. D. Long-Term Impact on Undergraduate, Graduate and Professional Training Programs.** At ASU, Asia-related course enrollments doubled from 4,300 students in 2013-14 to 10,053 students in 2017-18, outpacing overall enrollment growth by a factor of 5. The center will augment this trajectory by implementing NRC/FLAS goals and strengthening course offerings and degree programs for undergraduates and FLAS recipients in Asian language and area studies (**T1**). In addition to serving heritage students in Asian LCTL courses, the center will actively diversify its constituency and recruit students in pre-professional programs and from underrepresented groups, including economically disadvantaged ones. Our activities as a NRC/FLAS Center for Asia will ensure diverse perspectives on all debates about the study of Asia (**AP1**). We will participate in K-12 and CC teacher training programs on Asian LCTLs and thematic and area studies curricula and prepare globally literate graduates to join government service in areas of national need, including advanced training in LCTLs in the military, diplomatic and security services, the workforce in business and education, and students matriculating into graduate programs (**AP2, CP1-2, FP1-2**).

## **2. Quality of Staff Resources**

**2.A Faculty and Staff Qualifications.** ASU faculty and staff in Asian studies are exceptionally qualified to carry out all proposed activities and training programs (**AP1**) as 78 affiliated faculty members in disciplines and professional programs across the university are actively engaged in the

center's area of expertise. Faculty positions are assigned to academic units where they excel as teachers, mentors and researchers. All faculty and staff are evaluated annually by unit personnel committees regarding performance in teaching, research and service.

Center faculty participate regularly in professional development to develop teaching strategies like *Translating My Teaching Philosophy into Practice* offered in S 2018. Language instructors attend workshops, including ACTFL training and are active in the Arizona Language Association (AZLA), in national organizations specific to ASIAN LCTLs like GUAVA or the SEALC. Center faculty routinely collaborate in the training, mentoring, teaching and advising of undergraduates and graduate students in Asian studies and closely supervise teaching assistants in Asian content and language courses. Asian studies faculty publish widely in peer-reviewed journals and other academic outlets. They receive annual travel support to network and present research at national and international conferences. Faculty regularly conduct research in Asia and develop collaborations in higher education with support from the ASU Office of Global Engagement, the IHR, and academic units. The Center provides 3-5 A.T. Steele faculty travel grants each year.

ASU's internationally distinguished experts conduct research and teach courses on Asia, its regions and languages. Foundation Professor and Guggenheim Fellow Anne Feldhaus is the 2018 President the AAS, who has chaired the AAS South Asia Council (2013-2015) and publishes extensively on religion in India. In collaboration with Megha Budruk in the School of Community Resource Development, she has received awards from NEH and NSF for a project on *Nature-based Religious Places in Western India*. Yasmin Saikia, a historian of Muslim South Asia, holds the Hardt-Nickachos Chair in Peace Studies at the Center for the Study of Religion and Conflict and received the 2013 publication prize of the Society for Oral History. Sheldon Simon is a political scientist working in East and Southeast Asian security and is also a consultant for the US government. Through the Center for the Study of Religion and Conflict, Mark Woodward received DoD Minerva

and NEH funding to study Muslim communities in Indonesia. Wei Li in the School of Social Transformation, won a Fulbright in 2016 to study Chinese intellectual migration. Since 2015, Nalini Chhetri and Netra Chhetri, associate professors in the School for the Future of Innovation in Society, have led summer study abroad programs in Nepal for ASU students interested in global food policy, urban sustainability, and climate change adaptation. In 2017, Aaron Moore won SSRC and NEH awards to research Japan's influence in post-WWII Asia, in addition to awards from the Japan Foundation (2012) for teacher workshops and from the Korea Foundation (2018) for a new tenure track position in modern Korean history. Center faculty have received awards from ACLS (Feldhaus, Bokenkamp, Schober), Fulbright (Feldhaus, Rush, Wei Li), Guggenheim (Bokenkamp, Feldhaus, Saikia), Title VI (NRC and UISFL, Schober, Brown), Woodrow Wilson (Feldhaus), NEH (Budruk, Feldhaus, Schober, Woodward), JF (Bokenkamp, Hedberg, Moore), KF (Cho, Moore), SSRC (Moore, Crow-Miller), and Princeton's IAS (West, Chen, Hedberg, Bokenkamp). ASU faculty serve in national organizations like the AAS (Feldhaus, Schober, Rush) and the American Oriental Society (Cutter, past president). James Rush was affiliated with the Ramon Magsaysay Foundation in the Philippines from 1986-2008. Robert Cutter, Founding Director of SILC and Professor of Chinese, directs the Confucius Institute (CI). Stephen Bokenkamp, Regents Professor and Guggenheim Fellow, taught a NEH seminar on Daoism.

<b>Table 3: Thematic and Interdisciplinary Strength in Asian Studies</b>	
<b>Themes</b>	<b>Faculty</b>
Asian religions	Bokenkamp, Chen, Feldhaus, Henn, Park, Schober, Woodward, Rush
Sinophone literatures/cultures	Bokenkamp, Cho, Cutter, Oh, West
Modern Asian history	Moore, Tillman, Rush, Vu, Machander
Art history, music, media	Boradkar, Brown, Codell, Solis, Patel
Cultural anthropology	Henn, Schober, Haines, Woodward, Prasad, Jonsson
Global studies and migration	Haines, Webster, Kuby, Wei Li
Intercultural communication	Cheong, Dutta, Kim, Kwon, Shin
Sustainability	Aggarwal, Budruk, Netra Chhetri, Crow-Miller, Chhabra, Nalini Chhetri, Kirby

**2. B. Staffing, Oversight and Outreach Participation.** Since 1966, the Center for Asian Research, housed in the College of Liberal Arts and Science's Humanities division, has leveraged its resources

to promote local, regional, and national networks for ASU faculty and students. The director reports to the Dean of the Humanities, represents the center in administrative contexts on and off campus, develops its agenda in consultation with the executive committee and convenes faculty meetings. All center staff enroll in staff training sessions, are evaluated annually, and report to the director. Julianne Schober assumed this position in 2011. ASU provides one course teaching release each semester and will continue to do so during this grant cycle. She is Professor of Religious Studies and an anthropologist of religion with extensive research experience in Theravada Buddhist studies in Southeast Asia, especially Burma/Myanmar. She was Interim Faculty Head and Director of Graduate Studies in Religious Studies and continues to serve on four editorial boards and those of two foundations. Together with Pauline Cheong (Co-PI), she is PI on the Center's current UISFL project, *Asia Mediated*. She was PI on ASU's Title VI NRC & FLAS for Southeast Asia in the 1990s and on additional awards from ACLS, NEH, and the Henry Luce Foundation, including the project (2011-2017) on Theravada Buddhist civilizations in Southeast Asia. Alex Plum, a 2015 ASU Asia Major and 2017 MA from Georgetown in International Relations, is the program coordinator (50% FTE) who plans events, works with student interns, and maintains communication networks across ASU. Ronae Matriano, who was a center intern for two years, is currently employed (100 % FTE) to assist with administrative tasks. Two additional honor students and interns assist with the center's social media presence. The Center has three faculty councils focusing on South Asia, Southeast Asia, and East Asia respectively that meet to discuss programmatic issues. James Rush chairs the Center's Curriculum Committee and directs the Asia Studies major. Julianne Schober advises graduate certificate students, and Ralph Gabbard chairs the Library Committee. An ad-hoc faculty committee determines A.T. Steele Faculty Travel Grants to Asia and awards the Sage undergraduate travel fellowship to Laos. A FLAS Selection Committee is being established as described in (10.D).

The center maintains a robust outreach program, involving library staff and faculty across disciplines and professional schools. James Rush organized the WCAAS at ASU in 2014. The UISFL *Asia Mediated* project (2016-18) supported outreach on campus and Center faculty in SILC, SHPRS, Journalism, and Communication developed online teaching modules. The *Engaging Asia* workshop in F 2017 presented some of these modules on Asia to MCC teachers working on curriculum internationalization. In 2018-22, the center will expand this initiative by creating online access to *Asia Mediated* modules for ASU and CC teachers. We will also present lectures on CC campuses and host annual training workshops for K-12, ACHE and MCC teachers (9B, 9E).

**2.C. Non-discriminatory Employment Practices.** President Crow emphasizes that ASU's success is measured "not by whom we exclude, but by whom we include and how they succeed." ASU is one of the nation's most diverse public universities, as its ethnic and economic composition of students and staff matches the demographics of its surrounding population. The university actively fosters a culture of inclusivity and promotes equal opportunity and diversity initiatives. As of F 2017, 23,446 (39.7%) of ASU undergraduates report an identification with an ethnic minority group, including 13,484 (22.8%) Hispanics/Latinos, 779 (1.3%) American Indians and 2,522 (4.3%) African Americans. ASU and the center actively encourage applications from members of traditionally underrepresented groups. Half of the center's affiliated faculty (38/78) are of Asian or Asian-American descent, while 4 out of 5 center employees and interns are women, three are of Asian descent and two are white. ASU prohibits discrimination and is committed to increasing opportunities at all levels of employment and for all activities without regard to race, color, religion, national origin, citizenship, sex, gender identity, sexual orientation, age, disability, or veteran status. ASU maintains a campus environment that is free from harassment, discrimination, or retaliation and promotes respect and appreciation for the full tapestry of human experience, including the disabled and the elderly. ASU's EEO/AA policy ensures compliance with these employment requirements.

The Office of Equity and Institutional Inclusion oversees the implementation of ASU's Diversity Plan and AAP development, reporting, and monitoring of employment activity. This office provides the university leadership and hiring officials with employment data, consultation, high-impact training, and rigorous review of employment-related policies and procedures. ASU complies with the Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. 2000ff et seq.) and provides equal opportunity and reasonable accommodation to qualified employees, students, and the general public. Any employee or student may visit with the director of EO/AA to discuss confidentially any concern without fear of jeopardizing either job or status within the university.

### **3. Impact and Evaluation**

**3.A. Significant Impact on the University, Community, Region, and the Nation.** ASU's mission is to educate globally engaged graduates who are equipped to meet regional, national, and global challenges of the 21<sup>st</sup> century. As **T1** shows, the NRC/FLAS center for Asia at ASU will have significant impact on 10,053 students taking Asian content and language courses, 159 students majoring and 129 students with minors in an Asia-related field, as well as 57 graduate students seeking master or doctoral degrees in 2017-18 alone. The center continually leverages its resources to meet multiple NRC/FLAS goals efficiently. With NRC/FLAS support, the center will increase its educational impact by recruiting more students into ASU's Asian content and language curriculum and degree programs to order to strengthen literacy and language capacities in Asians studies. We will introduce a new Asian studies prefix to highlight Asian studies content to our target student constituencies. New and existing Asian content courses will be cross-listed under this new prefix, making Asian content course enrollment options searchable for students. The immediate impact will be more students learning about Asia and its languages, thus improving general education about Asia among ASU undergraduates. The long-term impact will be an increase in the number of students choosing Asian LCTL and degree programs and more students matriculating into advanced programs.



ASU has a strong record of placing its graduates into academic and professional positions where they apply their knowledge of Asia to meet national needs in government service, business, education, higher education, and the nonprofit sector. The Graduate Exit Surveys, administered annually by the University Office of Evaluation and Educational Effectiveness (UOEEE) show that 236 students graduated from Asia-related degree programs from 2010 to 2017. About half (122 students or 52%) indicated that they already were or will be employed upon graduation in a professional field like Marketing/Advertising, Manufacturing/Supply Chain, IT, Military, and Law. The top placement fields were in education (48 or 39%), language/translation (19 or 16%), and marketing/advertising (14 or 11%). The 2017 UOIA exit surveys indicated that 3 Asia-related graduates were seeking graduate degrees at ASU and 7 students reported admittance to Yonsei U., Rice, U. of Washington, McGill, Georgetown, Leiden and Tokyo International University. ASU graduates in Asia-related fields matriculated into advanced LCTL and area studies programs at Cornell, Georgetown, Leiden and SOAS and are now employed in their fields. **Table 4** shows the **placement** of ASU's doctoral graduates into academic positions.

<b>Table 4: Matriculation into Advanced Language, Area/International Studies and Professions</b>				
<b>Name</b>	<b>Language</b>	<b>Grad</b>	<b>ASU Doctoral Degrees</b>	<b>Placement</b>
Lundry	Indonesian	2010	PhD., Pol. Sci.	Assistant Professor, El Colegio de Mexico
Schedneck	Thai	2012	PhD. Rel. Studies	Assistant Professor, Rhodes College
ZhidanDuan	Mandarin	2015	PhD. History	Assistant Professor, Brigham Young University
Yeolekar	Hindi	2014	PhD. Rel. Studies	Asst. Professor, Cal. State- Fullerton, Religious Studies
Harlacher	Sinhalese	2012	PhD. Art History	Director, Center for Design & M. Culture, UW- Madison
Arifianto	Indonesian	2012	PhD. History	Nanyang Technological University
McMurtey	Chinese	2016	PhD. Art History/ China	Teaching at community college/ MCC
Ming Hua	Chinese	2014	PhD. Art History China	Bonham Auction House, New York
J. Chao	Chinese	2012	PhD. Art History China	Curator of Asian Art, Crow Collection, Dallas
Chen Lui	Chinese	2011	PhD. Art History China	Faculty, Peking University
M. Ortuoste	Tagalog	2008	Ph.D. Political Science	Associate Professor, California State East Bay

**Attendance** at public events the center hosts increased significantly (**API**). Lectures in the *Asia Mediated* series were well-attended by faculty, graduate students, and undergraduates, averaging 37 attendees per event and totaling 217 attendees over the 6-part lecture series in 2017. Journalists and

communication experts specializing in the study of China, Myanmar, India, Korea, the Philippines, and Indonesia gave public lectures on the impact of digital media on local, regional and global social networks. The center invites A.T. Steel travel recipients to present lectures on the project for which they received funding. In the next NRC cycle, the center will increase by 10 % attendance by enhancing its communication networks, including gratis tele- and video conference services.

Foremost among the center's priorities are our efforts to leverage NRC networks and expertise to place ASU's Asian studies graduates into internships, summer programs and to matriculate into advanced language and area studies programs. In 2017, 4 graduate students enrolled in 1<sup>st</sup> year Burmese at SEASSI and one graduate student is enrolled in 1<sup>st</sup> yr. Nepali at Cornell in 2018. One doctoral student in Journalism achieved advanced proficiency in Japanese and has worked for the Associated Press since 2015. In 2018, 1 doctoral student in Religious Studies with advanced proficiency in Indonesian became ABD and is conducting dissertation research in Indonesia and 2 others defended dissertations on Global Islam in Indonesia and on modern castes in India (3.D.).

The center tracks alumni placement into tenure-track academia, doctoral programs, the Peace Corps, journalism, the diplomatic service, military, and other government careers. For instance, Alexander Plum, (BA, ASU 2015; MA, Georgetown 2017), plans to enter the U.S. Marine Corps' Officer Training Program next year after graduating with honors in Asian studies and Mandarin from ASU in 2015 and earning a master in Asian Studies at Georgetown's Walsh School of Foreign Service. See Seng Tan (Ph.D. Pol. Sci. 1999) is Professor of International Relations at Nanyang Technological University and Deputy Director of the Institute of Defense and Strategic Studies in Singapore and delivered the 2018 [Distinguished Alumni Speaker for ASU's SPGS](#). To improve tracking of alumni placements, the center will supplement institutional data by verifying alumni information via LinkedIn profiles (3D.).

**Non-Discriminatory Equal Access.** President Crow often states that ASU’s vision is to be “measured not by whom we exclude, but rather by whom we include and how they succeed.” The Center will work with the university to retain and increase the number of under-represented groups in Asian studies by implementing the FLAS preferential priority (**FP1**). ASU seeks to meet the educational needs of underserved populations among traditional and non-traditional students. Since 2008, enrollment of minority students at ASU increased 97.4%, while degrees awarded to minorities increased ca.90%. ASU Foundation scholarship funding has tripled since 2002, while federal Pell Grants fund 150% more students. ASU expanded access through online education, transfer pathways with CCs and developed an employer-funded college achievement plan ([starbucks.asu.edu](http://starbucks.asu.edu)) from which more than 1,000 students have graduated since 2014.

**3.B. Evaluation Plan.** The Center’s performance goals and measures (**G1, G2, G3, & Table 2**) are designed to maximize impact, dissemination and knowledge creation through objective, quantifiable and outcome-oriented data collected from multiple sources, including institutional databases such as ASU’s enrollment management software, the University Office of Evaluation and Educational Effectiveness, and the Academic Program Profile (APP), a web-based application administered by the University Office of Institutional Analysis that provides wide-ranging, program-level data on students, staff, and finance. We will track and quantify trends in Asia-related course enrollments, differentiating between language and area studies enrollments, students in Asia-specific degree programs, pre-professional majors and those who take Asian content courses to meet general education requirements. We will track graduation rates, post-graduate employment, and graduate placement in teaching and in other professions where knowledge about and proficiency in Asian languages contributes to meeting national, regional and local needs. To track inclusion and participation in center events, staff will continue to monitor attendance rates for visiting speakers, workshops and post-event surveys used for *Asia Mediated* events. Center resources, including space,

staff time and funding are allocated efficiently. Our staff will benefit from established best practice communities and protocols through workshops and mentoring. Financial expenditures are monitored by grant and university account managers. Center activities are publicized through its social media, newsletter and website which features videotaped lectures accessible to the public.

To measure increases in the number and quality of graduates with expertise in Asian languages and area studies, the center will partner with UOEEE providing expert evaluation and objective measurement for university and externally funded programs. Data collection cycles will occur at the end of fall and spring semesters, supplemented by attendance counts and post-event surveys. Enrollments, graduate placement, participation rates, resource usage are addressed above. To assess student learning, all degree-granting units at ASU conduct annual assessments of degree programs. The center's performance goals and measures for Asian studies majors and minors, LCTL students, certificates in Asian languages, and the number of students reaching ILR proficiency standards will be aligned with the goals and outcomes of the university's evaluation plan. The center supports faculty research abroad and will expand exchanges with institutions of higher education focused on Asia. ASU's Study Abroad Office (SAO) will furnish aggregate statistics on the demographics of students who study abroad in Asia and where they study.

**Recent internal and external evaluations** are informing this NRC/FLAS application for 2018-22.

The center undergoes a rigorous, 5-year review process conducted in 2015 by the Dean for Research in CLAS. The Dean of Humanities commissioned a faculty committee to conduct an extensive review of the center's activities, survey affiliated faculty and make planning recommendations in 2016. Their recommendations are being implemented now. In addition, the director submits an annual report to the college. An external review of the UISFL *Asia Mediated* Project was conducted by George Dutton, professor of Vietnamese history at UCLA, in 2017. He noted that "The scholarly and pedagogical exchange promoted by *Asia Mediated* is of significant value." Dutton recommended

tracking the project's impact. In response, we began to compile LinkedIn data and work with ASU's UOIA to quantify career placements of ASU's Asian Studies graduates. He commended the project's support for developing a hybrid curriculum for heritage learners of Vietnamese and Lê Pham Thuý-Kim's development of multimedia and web-based materials (7.C.). We collected feedback surveys from participants at each lecture to elicit qualitative and quantifiable responses to 11 questions on a scale from 1-5. These evaluations inform the center director's decision making on program planning.

**3.C. Activities Addressing National Needs and Generating Information for the Public.** ASU

graduates training in the study of Asia excel in professional and academic career paths (T 4 & 5).

ASU's Asian studies faculty routinely present research in public settings and publish extensively in academic journals. The center actively promotes research conferences, teacher workshops and study programs concerning Asia and Asian languages with media outlets on campus and with local, regional and national audiences interested in education about Asia. The center informs the public of its events, fellowships, employment opportunities, and educational programs through printed posters on campus and digitally via Twitter [@AsiaMediated](#), [Facebook](#), targeted emails tailored to different constituencies, including faculty, graduate students and undergraduates, a digital newsletter and by posting news items and recorded lectures on the center's website. Interviews with center faculty and event information are disseminated by ASU's extensive network of communications professionals through media outlets like [ASUNow](#), a digital campus daily, and the AAS blog, [AsiaNow](#) (9.C.).

**3. D. Post-Graduate Employment in Areas of National Need.** We will mentor students and promote networking to achieve employment placements by 20% over the baseline by using resources like the federal government's official employment site (USAjobs.gov), creating administrative partnerships to mentor students and by promoting student networking early for potential employment. We will leverage existing communication networks and internship programs to optimize student placements, including a close partnership with the graduate program office and other information

networks to encourage internships, participating in conferences, seeking out resources, summer study programs, peer-to-peer interactions, employment opportunities, and graduate program advising. In addition to placing doctoral students into academic positions (**T4**), a partial list of Asian studies graduates with center-related employment or matriculated into advanced studies elsewhere is found in **T 5**. ASU's Public Service Academy, dedicated to developing a government corps, will connect NRC/FLAS students with areas of national need and government service (**AP1, 11.A.ii**). Quantitative surveys and individual profiles of alumni placements already show significant national impact in the employment of ASU's graduates with training in Asian studies and LCTLs. To fully capture our

Table 5: Partial List of Placements/Matriculations for ASU Asian studies UGs 2012-2018			
Student	Asian LCTL	Grad	Placement and Career
O'Neil	Indonesian	2012	MA Asian Studies U. Washington; Samsung Recruiter
Plum	Mandarin	2015	MA, Asian Studies, Georgetown University
Lawrence	Mandarin	2014	Nanjing U, Yale MA17' - Current Yale Global Fellow)
Rohr	Japanese	2013	MA Texas Tech; Alliance Data Service Rep.
Paschke	Mandarin, Japanese	2014	Operations Officer, AmCham China (Beijing)
Coh	Mandarin, Tagalog	2016	Supply Chain Program Manager, Cisco Systems
Tomaiko	Mandarin	2015	Chinese Flagship Ambassador; Pre-med, Banner Health
Zulaski	NA	2017	MA Candidate Asian Studies, Leiden University
Erjavic	Japanese	2019	Community Outreach VP for Refugees, current Asia major
Townsend	Thai	2010	PhD. Cornell, 2017 Asia New Zealand Foundation,
Corey	Vietnamese	2010	PhD. Cornell, 2017, Senior Lecturer, SOAS,
Machander	Indonesian	2004	PhD. SOAS, Assistant Clinical Professor, ASU

greater regional and national impact, the technology communications coordinator will improve our digital communications and systematic tracking of placement records.

#### **4.Commitment to Subject Area:**

**4.A. Center Operations.** ASU's mission is to produce globally literate graduates who are ready to meet regional, national and global changes in their professional careers. In 2017, ASU was ranked 4<sup>th</sup> by both NSF and NEH and its 3,500 faculty members include 5 Nobel Laureates, 6 Pulitzer Prize winners, 42 Guggenheim fellows, 48 NEH recipients, and 20 members of the National Academy of Sciences. ASU's expertise in Asian studies is integral to the wider context of the institution's network of global engagement and social embeddedness, contributing faculty expertise in Asian language

instruction, enhancing literacy about Asia among diverse student populations through on-ground and online degree programs, and strengthening resources for teaching and research on Asia and instruction in LCTLs for graduate and undergraduate students. The center provides 2-3 internships for undergraduates developing an honors thesis about Asia. Our website ([car.clas.asu.edu](http://car.clas.asu.edu)) provides up-to-date information on events, course offerings, degree programs, study abroad, partnerships, outreach, and publications. The center's publication series includes 51 monographs. The center occupies a reception area, three offices and a seminar room on the 6<sup>th</sup> floor of Coor Hall. A move to expanded offices as part of a mega-center for international studies in Durham Hall on the Tempe campus is planned for 2019/20, allowing our students to connect in global and innovative ways.

<b>Table 6: Operations 2017-2018</b>	
Center Staff Salaries & FTE	\$61,240
A.T. Steele Travel Grants:	\$12,000
Operations:	\$20,000
<b>Total:</b>	<b>\$83,240</b>

<b>Table 7: Outreach 2017</b>	
Conferences	\$45,000
Lectures	\$6,500
<b>Total:</b>	<b>\$51,500</b>

ASU's endowments in Asian studies total \$750,000, including the Robert C. Staley

Distinguished Visiting Professorship in East Asian Studies in SILC. The A.T. Steele endowment generates annually 3-5 faculty grants for travel to Asia, while the Sage Family Fellowship, now in its 12<sup>th</sup> year, funds summer study in Laos for undergraduates.

The center is currently implementing a Title VI UISFL award (\$185,000, 2016-2018), *Asia Mediated*. This transdisciplinary project investigates how digital media use in Asia is restructuring societies, authority structures and knowledge production. There are 21 faculty in communications, journalism, history, religious studies, film and media, art history, and Vietnamese and Japanese language instruction who are developing course modules on digital media use in Asia. Additionally, the Center received an ACLS/Robert Ho Family Foundation award (\$180,000) that brought Professor Steven Collins (U. of Chicago) to ASU as a Visiting Professor in Buddhist Studies to teach undergraduate and graduate courses and also supported a week-long workshop on teaching about Buddhism for college teachers. *The Theravada Civilizations Project* (Schober, PI) received funding



from the Luce Foundation (\$400,000) to sponsor 6 annual dissertation workshops in Theravada Studies and foster international collaborations among 20 scholars in Buddhist studies through annual conferences at ASU, US institutions (Chicago, Cornell, Harvard, UW-Madison, etc.), the U. of Toronto, King's College at the University of London, and the École Française in Chiang Mai, Thailand. This project website ([theravadaciv.org](http://theravadaciv.org)) is the digital home for the Theravada Studies Group, a professional organization affiliated with the AAS, and has 200 subscribers.

**4.B. Teaching Staff.** The exceptional expertise of faculty in Asian studies forms the foundation of ASU's global engagement with Asia (**2.A.**) as 78 faculty are affiliated with the Center and its regional **Councils for South Asia** (18 faculty), **Southeast Asia** (26 faculty) and **East Asia** (34 faculty, **6.C.,T 15**). They teach 239 courses with significant Asia content across the university and 120 language and literature courses offered in SILC. Our faculty's expertise (**6.A.,T 14**) spans 19 Asian and 4 Eurasian countries and 10 interdisciplinary schools, with key strengths in the humanities (SILC, SHPRS); in the social sciences (SHESC, SPAGS, SST and SGS); Barrett – the Honors College, and in professional fields like business, (W.P. Carey), communication (Hugh Downs), journalism (Walter Cronkite), Community Resources & Development, Sustainability, and the Herberger Institute for Design and the Arts.

Since 2016, ASU has created 5 new tenure-track appointments in Asian studies: Linh Vu, historian of modern China (PhD, UC-Berkeley) in SHPRS; William Hedland (PhD, Harvard),

<b>Table 8: Faculty and library salaries for 2018 - calculating only salary percentage of Asia related activity</b>			
<b>Sub-Region</b>	<b>Salary</b>	<b>ERE</b>	<b>Total</b>
East Asia	2,963,158	829,684	3,792,842
South Asia	783,207	219,298	1,002,505
Southeast Asia	1,363,982	381,192	1,742,592
Library	215,660	60,385	276,045
<b>Total</b>	<b>5,326,007</b>	<b>1,490,559</b>	<b>6,813,984</b>

assistant professor in Japanese literature in SILC; Britt Crow-Miller (PhD, UCLA), assistant professor, appointed jointly in the School for the Future of Innovation in Society and in the Julie Ann

Wrigley Global Institute of Sustainability; Robert Tuck will join SILC as an Assistant Professor for



Japanese Literature in F 2018; and a search for a new tenure-track position in modern Korean history in SHPRS has been authorized for F 2018. With NRC/FLAS funding, we expect to initiate a 6<sup>th</sup> tenure-track hire in Southeast Asian history, augmented by ASU's commitment to the NRC (**1.B.**).

ASU's extensive administrative network supports the Center's functions. Each academic unit employs a professional advising staff to assist students in preparing their major study programs. Technology and instructional staff assist faculty and students with course design and access to online resources. Additional student services are offered to improve writing skills and meet special student needs. Research support is provided by academic units, the Institute for Humanities Research, the Institute for Social Science Research, the Center for the Study of Religion and Conflict, and the College of Liberal Arts and Sciences, with additional support through the university's research unit.

Table 9: Library Commitments 2018	
Library staff & ERE:	\$276,045
Acquisitions in Asian languages:	\$101,500

**4.C. Library.** As part of ASU's commitment to growing our connection to Asia, the Library's exchange training program with SCU and Liaoning University, China is now in its 5th year, with semi-annual, reciprocal staff visits. The library collects in Chinese, Japanese, Korean, Indonesian, Laotian, Vietnamese, Thai, and Burmese, curates nearly a dozen special collections on Asia and employs two full-time bibliographers (**5.A.**).

**4.D. Overseas Linkages.** ASU's Office of Global Engagement, the Presidential Initiative on China, and the Center for Asian Research actively foster partnerships between international institutions of higher learning committed to the study of global Asia. With NRC funding, we will initiate new linkages with the Inya Institute in Yangon, Myanmar, an applicant for American Overseas Research Center support, and El Colegio de Mexico, the premier Asian studies graduate program for diplomats in Latin America. In **East Asia**, ASU maintains multiple partnerships. The university has a particularly large footprint in China where ASU maintains multiple relationships. In 2017, ASU opened its first permanent location in China, the Hainan University–Arizona State

University Joint International Tourism College where we offer three dual degrees in tourism management. In 2017, China scholars Stephen West, Xiaoqiao Ling and SILC Director Nina Berman visited Northeastern University (Shenyang, China), East China Normal University in Shanghai, Beijing Normal University and Renmin University in Beijing to expand exchange programs, faculty exchanges, joint conferences, a study-abroad program in Beijing, and a summer school hosted by the school's Chinese faculty. SILC is also developing a 2+2 program with the Spanish department at Northeastern University in Shenyang, China. For more than three decades, ASU has fostered a strong relationship with Sichuan University (SCU) in Chengdu, a Sister City of Phoenix since 1983. In collaboration with the Chinese Ministry of Education, ASU and SCU established the University Design Consortium in 2009 that is housed in ASU's College of Public Programs. The SCU-ASU Center for American Culture (ACC) in Chengdu, China, with funding from the Luce and Ford Foundations, coordinates a network of American university centers located at universities in China; it facilitates academic exchanges, library resources, artistic performances, symposia, and visiting scholars to provide a deeper understanding of American society to academic communities and the general public in China. The W. P. Carey School of Business offers 3 degree programs in Shanghai: an Executive MBA, a M.S. in Management (MIM) at Shanghai National Accounting Institute (SNAI), and the Doctor of Business Administration (DBA) in Global Financial Management at the Shanghai Advanced Institute of Finance (SAIF), as well as an executive education certificate for global executives in China, advancing Sino-U.S. trade through education.

In **Southeast Asia**, ASU Libraries initiated in 2014 a month-long training tour for 4 Burmese university librarians in collaboration with U. Washington, and Northern Illinois University; the Luce Foundation may fund this project for a second cycle. In 2013, ASU joined US institutions in the IIE-International Academic Partnership Program for Burma in a joint MOU with Burmese universities under the Ministries of Education and Science and Technology. In 2015, Professor Schober was a

mentor for Myanmar faculty engaged in international education through an IIE online course, “Connecting with the World: International Relations for Higher Education Institutions.” The Higher Engineering Education Alliance Program (HEEAP) is a collaborative effort between ASU’s [Ira A. Fulton Schools of Engineering](#), the U.S. Agency for International Development (USAID), Intel Corporation, and the top engineering and vocational universities in Vietnam. Lauded by Secretaries of State Clinton and Kerry, this project leverages public and private investments in higher education in partnership with Intel, the Vietnamese Ministry of Education and Training, and the Ministry of Labor and Social Affairs. Intel received the U.S. Secretary of State’s 2012 Award for Corporate Excellence for its work with ASU and USAID on the HEEAP program.

In **South Asia**, the Center for the Study of Religion and Conflict and the Department of English established an academic exchange program in 2014 with Kinnaird College, a women’s college in Lahore, Pakistan, with funding from the U.S. Department of State. The three-year funded partnership between ASU and Kinnaird also brought college teachers from Pakistan for extended study tours to ASU. Professor Anne Feldhaus serves as ASU’s Trustee of the American Institute of Indian Studies (AIIS), a member of the Council of American Overseas Research Centers (CAORC) with campuses in New Delhi, Kolkata, and Pune and an extensive network of academic institutions. ASU students and faculty have won AIIS fellowships for research and language study in India.

**4.E. Outreach.** With NRC funding, the Center will continue to leverage its resources and capacity to organize impactful outreach venues, including lectures, conferences and teacher training workshops for Arizona’s K-12 and CC teachers. Since 2013, ASU has hosted major research conferences on themes such as *Water in Asia*, *Interactions between Humans and the Natural World in Maharashtra*, *India*, *Science and Technology Innovation in China*, *Environmental History and Technology in Japan*, and an international symposium on *Buddhist-Muslim Tensions in the Bay of Bengal*. The Center hosted the Western Conference of the Association for Asian Studies (WCAAS) in 2014 that

included a teachers' workshop. In 2018, ASU held an inaugural symposium on *Perception and the Senses in East Asian Cultures* celebrating the newly-established relationship between East China Normal University, Shanghai and ASU. Claudia Brown, Professor of Chinese Art History, has organized exhibits of prominent modern Chinese painters, hosts exchanges with Chinese universities and works closely with the Phoenix Art Museum, which houses significant collections of Asian art.

**4.F. Students in Fields Related to Center.** In addition to faculty mentoring more than 350 undergraduate and graduate students enrolled in Asia-related degree programs, each school at ASU has dedicated advisors. Since 2013, a combined totals of 85 Fulbright, Gilman and Boren awards were awarded to ASU students. In 2018, 14 out of 69 ASU student applicants won Fulbright awards. This year, 7 went to India (2), S. Korea, Malaysia, Nepal, Thailand, and Vietnam; one ASU student won a Boren scholarship (Philippines) and 7 won Gilman awards for China (2), India (3), Japan and Singapore (1 each). In 2018, 290 ASU students studied in Asia as part of a summer study or semester long program, including 20 Flinn Scholars in China, 12 students in the Global Intensive Experience in India for a New Class of Leaders, 13 students studying Energy and Education Innovation in Nepali, 30 Thunderbird Management students in Hong Kong, and 10 CL students of Indonesian. Since 2014, 837 ASU students participated in such opportunities. The Chinese Language Flagship Program supports summer language study at East China Normal University and at Nanjing University. In 2014-5, the Japan Foundation funded the Kakehashi Exchange Project that brought 23 ASU students on a study tour to Japan and 21 Japanese students to ASU in 2016. Study abroad and exchange programs are detailed in **8.C**. ASU hosted 3 Fulbrighters from Pakistan and Indonesia in 2017-18. Nearly 73% of international students from Asian countries (4,876 total; 3,025, E. Asia; 1,728 S. Asia; and 123 S.E. Asia) study at ASU.

ASU has pledged to augment 2014-18 FLAS undergraduate awards with The New American University Scholarship funds that supports outstanding incoming in-state and out-of-state

undergraduates in years 2-4 of their college education. Undergraduates in Asian studies may also apply for endowed awards, such as the Warner-Fong scholarship (\$2000), the Guilford A. Dudley Memorial Prize (\$1000), and the Gary Tipton Chinese Beginner Prize. To study abroad, ASU students may apply for the Sage Family Scholarship to study in Laos and to the College of Liberal Arts and Sciences Alumni International Scholarship. As ASU is committed to access, in 2017-18, the average tuition paid after student aid and fellowships was \$2,200. More than 1/3 of students receive Pell grants and 27 ASU programs rank in the top 10 degree producers for minorities. ASU scholarships include the National Scholars Program, the College Attainment Grant and, for Arizona residents, the Regents High Honors Endorsement Scholarship (RHHE), the President Barack Obama Scholars Program and the Starbucks College Achievement Plan. Further support is available through Native American Scholarships, First Generation Scholarships, and Nina Mason Pulliam scholarships for students with dependents and financial or physical hardships. The College of Liberal Arts and Sciences offers the Sun Angel Excellence in the Humanities scholarships. The Lorraine W. Frank Office of National Scholarship Advisement, housed at Barrett, the Honors College at ASU, assists students in preparing to compete for national and international awards of merit.

Graduate students in Asian studies have access to multiple sources of support augmented by FLAS awards that make ASU a highly desirable university for undergraduates and graduate students in Asian studies and language programs. The Graduate College awards dissertation completion fellowships which 4 doctoral students working on Asian topics in Religious Studies received since 2012. Doctoral students in SHPRS, for instance, receive five years of support through teaching assistantships on a recently increased stipend of \$19,000 AY, a tuition waiver and healthcare. In addition, degree granting units like SHPRS provide graduate students in good standing with summer support of up to \$5,000 to conduct predissertation research in Asia or summer language study. Conference participation is encouraged for graduate students and supported by academic units,

the Graduate College and the Graduate Students Association. Both master and doctoral students may participate in a year-long seminar on *Preparing Future Faculty*, offered by the Graduate College.

## 5. Strength of Library

**5.A. Print and Non-Print Holdings and Access:** Ranked among the top 60 research libraries in

Table 10: ASU Library Overview	
Books/Volumes	4.5 million (print)
E-books	1,037,185
Media: DVDs, video, sound, streaming	121,492
E-Journals	77,787 subscriptions
Print Journals	73,157 subscriptions
Databases	688

North America, the ASU Library is a member of the Association of Research Libraries, the Center for Research Libraries, and the Greater Western Library

Alliance. Its collection contains over 4.9 million volumes and has a full array of digital resources, video and sound recordings. The library's website provides access to the online catalog, 688 research databases, over 1 million e-book titles and over 77,000 full-text electronic journals. The ASU Library is also a depository library for the United States Government. In addition, the library services provide hands-on experience with equipment and tools free for ASU students, faculty and staff from all disciplines and backgrounds to inspire creativity, innovation and entrepreneurship. In addition to public access to the catalog, visiting scholars, researchers and students may access databases and other materials through ASU's RiteID system. The library channel updates users regarding services and events and provides rapid interlibrary loan from other institutions around the world, including free or low-cost resource sharing.

**Holdings in English and Asian Languages:** The ASU Library provides strong support for students and faculty in Asian Studies. The library's Asian collections are housed in 6 separate libraries across three campuses at ASU, housing 331,247 volumes/items published in 32 languages (T 11) in the humanities and social sciences, including classical literature, history, arts and art history, religious studies, linguistics, and anthropology. The Library collects in Chinese, Japanese, Korean, Indonesian, Laotian, Vietnamese, Thai, Burmese and Hindi (T 12). Hundreds of thematic, topographic, and

geologic maps of Asian sub-regions are digitized and geo-referenced in the library's [Map and Geospatial Hub](#). The ASU Library maintains a blanket order plan for English, titles from South Asia and plans to acquire Urdu materials.

<b>Table 11: ASU Library Collection by Asian Language, 2018</b>										
	CN	JPN	BM	Hindi	IND	Khmer	KOR	Lao	Thai	VIET
Print Books	81,567	30,095	3,427	550	21,073	126	3,754	1,080	9,652	7,221
Periodicals	1,146	342	17	1	154	4	64	44	162	119
A/V, maps	1,674	694	126	170	349	20	209	23	154	57
Total	84,387	31,131	3,570	721	21,576	150	4,027	1,147	9,968	7,397

<b>Table 12: Titles Held by Country and Language</b>				
Country	English	National Lang.	Other	Total
Bangladesh	1,639	15	22	1,676
Burma/Myanmar	3,852	3,427	126	7,405
Burma/ (Shan)		42		42
Bhutan	223		3	226
Cambodia	1,641	77	285	2,003
China	33,856	81,567	1,254	116,677
Sri Lanka	1,858		78	1,936
India	26,739	387	680	27,806
Indonesia	7,972	21,073	596	29,641
Japan	24,251	30,095	540	54,886
Korea (North)	890		17	907
Korea (South)	1,788	3,754	374	5,916
Laos	1,127	1,080	45	2,252
Mongolia	661		157	818
Malaysia	5,922	3,166	139	9,227
Nepal	1,555		61	1,616
Philippines	8,008		321	8,329
Pakistan	3,854	45	179	4,078
Singapore	9,140		159	9,299
Thailand	6,263	9,652	231	16,146
Vietnam	7,293	7221	395	14,909
<b>Collection Total</b>	<b>148,532</b>	<b>161,601</b>	<b>5,662</b>	<b>315,795</b>

NRC funds are requested for Hindi/ Urdu language instruction and library acquisitions. ASU already subscribes to more than 50 databases for Asia, including Ajia Rekishi Shiryo Senta (Japan Center for Asian Historical Records), China Academic Journals (1994-present), Digital South Asia Library (DSAL), Korean Studies Information Service System, Foreign Office Files for India, Pakistan and Afghanistan, Japan Knowledge, Myanmar Book Centre Membership Program, etc. The ASU Library is a member of the Hathi Trust Digital

Library.

The Library's special collections on Asia include a string-bound copy of Daoist canon containing 1,476 works reprinted from the original 1445 edition that the Chinese Daoist Association

delegation donated in 2012. The Digital Repository includes The Guardian of the Flame Sri Lankan Manuscript Collection; the Mimijac Palgen Cambodian Photographs; photos and selected

<b>Table 13: Acquisition Levels for Degree Programs related to the Study of Asia</b>			
<b>Discipline</b>	<b>UG</b>	<b>Grad</b>	<b>PhD</b>
Anthropology			x
Art History	x	x	x
Asian Language/Civilization-Chinese	x	x	x
Asian Language/Civilization-Japanese	x	x	
Korean Language	x		
Vietnamese Language	x		
Indonesian Language	x		
Asian Studies	x		
East Asian Languages/Civilization	x	x	x
Philosophy	x	x	x
Religious Studies	x	x	x
Communication	x	x	x
Political Science	x	x	x
Sustainability	x	x	x
Area Studies, (E., S., & SE Asia)	x		
English (linguistics)	x	x	x
Geography	x	x	x
History	x	x	x
International Letters and Cultures	x		
Museum Studies		x	
Applied Linguistics			x
Urban Planning		x	x
School of Business	x	x	x
School of Community Resources and Development	x	x	x
Design	x	x	x
Dance	x	x	
Music	x	x	x
Art	x	x	
Economics	x		x

manuscripts from the William Sage Collection on Laos; The Chinese Immigrant in Cuba: Manuscripts from the James and Ana Melikian Collection which contain photos and manuscripts on the Chinese in Cuba from 1840-1950s; Japanese Prints from the ASU Art Museum; Chinese Images from the Jeanette Shambaugh Elliot Collection of Calligraphy, Hidden Meanings of Love and Death in Chinese Painting; Selections from the Marilyn and Roy Papp Collection; Snapshots of Yunnan China by Lola Dunaway 1988-1989; and Traces of Japanese Life: Selections from the Melikian Collection. The Library will digitize the Agnes Smedley

Collection for the repository. The Special Collections section houses the original documents of these digital collections as well as the William Sage Collection on Laos 1894-1999, the China War Reporting Conference Records 1982, the Agnes Smedley Papers, and the Francis McCracken Fisher



Papers 1933-1983.

**Undergraduate, Graduate, and Professional School Clientele.** ASU undergraduates in Asia studies courses benefit from online library guides developed specifically for their curriculum. They provide access to references in specific collections (e.g. Southeast Asia, Korean, Chinese, Japanese, Buddhist Studies, Islam, Chinese Studies, Asian Art, etc.) and language study materials for Chinese, Japanese and Korean. The law library holds materials on the laws and legal systems of Asian countries including China, Japan, and Vietnam.

**Support for Acquisitions and Library Staff.** Two liaison librarians oversee the Asia collections. Dr. Ralph Gabbard is responsible for South Asia, Southeast Asia and Japan, and Dr. Qian Liu is responsible for Chinese and Korean materials. Dr. Gabbard chairs the Library Committee of the Center and Dr. Liu is a member of that committee. Dr. Gabbard teaches Contemporary Chinese Art (ARS475). Dr. Liu also teaches a graduate course (CHI 500) on Bibliography and Research Methods and serves as the advisor of the ASU Graduate Sinologists Association. The Libraries' administrative budget provides travel funds for Gabbard and Liu to visit vendors in Asia. Additional library services, including reference assistance and cataloging, are integrated into the broader library system.

**5.B. Reciprocal Access and Linkages.** For the past decade, the Library has maintained a librarian exchange program with Sichuan University Libraries in Chengdu, China. Four ASU librarians went to Sichuan University Libraries for one month, while five Sichuan University librarians have been hosted by the ASU Library for one month. In addition, the Library is currently finalizing agreements with Renmin University Libraries, Liaoning University Libraries, and Xi'an International University Libraries and is planning an exhibition at Beijing University Libraries of ASU's Agnes Smedley collection in 2019. The ASU Library is also a member of the Myanmar Librarian Training Program, funded by the Luce Foundation, for which Dr. Gabbard held a workshop in Myanmar on conservation and preservation and hosted training internships for five Myanmar librarians at ASU.

## 6. Quality of the Non-Language Instructional Program

**6.A. Quality and Extent of Course Coverage by discipline.** The Asian content curriculum offers significant depth in specialized courses on Asia, imparts knowledge and competence among majors,

Table 14: Faculty Distribution by Discipline		
DISCIPLINE	COUNTRIES	FACULTY
Anthropology	Bangladesh, Cambodia, Japan, Mongolia, Philippines, Singapore, Thailand, Laos, Vietnam	Hruschka (40), Jonsson (60)
Art	China, India, Singapore, Taiwan	Boradkar (30), Brown (100), Codell (50)
Business	India	Datta (20),
Communication	Bangladesh, China, India, Malaysia, Singapore, Taiwan, Thailand	Cheong (50), Dutta (50)
English	India, Laos, Nepal, Thailand	Adams (30), Mallot (30), Matsuda (30)
Geography	Burma, Bangladesh, Cambodia, China, India, Indonesia, Malaysia, Thailand, Vietnam,	Wang (60), Kim (40), Kuby (60), Soe Myint (100)
Political Science & Global Studies	Burma, Bangladesh, Cambodia, China, India, Indonesia, Laos, Malaysia, Nepal, Pakistan, Singapore, Thailand, Vietnam	Rothenberg (20), Shair-Rosenfield (100), Sheldon Simon (100), Webster (100)
History	Bangladesh, China, India, Indonesia, Japan, Malaysia, Pakistan, South Korea	Moore (100), Rush (100), Saikia (100), Thornton (100), Machander (100), Vu (100)
Languages	China, India, Indonesia, Japan, Korea, Thailand, Vietnam	Bokenkamp (100), Cho (100), Cutter (50), Hedberg(100), Shin (100), Le (100), Ling (100), Oh (100), Shimomura (100), Gahan (100), Suwarno (100), Zhu (100), Tillman (100), Tsao (100), Türker (100), West (100), Wilson (100) Wong (100), Zhang (100)
Law	Japan	Karjala (10)
Music	Indonesia, India	Solis (50)
Public Affairs	China, Japan, S. Korea, Vietnam	Lan (30)
Religious Studies	Burma, China, India, Indonesia, Pakistan, Singapore, S. Korea, Vietnam	Bokenkamp (100), Chen (100), Feldhaus (100), Haines (100), Henn (100), Park (100), Schober (100), Woodward (100)
Sustainability	India, Thailand, Philippines, Indonesia	Aggarwal (40), Budruk (40), Eder (60), Webster (50), Lim (50)
Social Transformation	China, Indonesia	Li (80), Lim (50)
Libraries	China, Japan, Myanmar, Thailand	Gabbard (100), Liu (100)

certificate, and graduate students and provides a strong foundation for understanding Asia in terms of its diversity and global impact. ASU offers 203 courses in the humanities and social sciences, 57 courses in professional schools and 14 interdisciplinary courses. In Religious Studies, 9 tenured faculty members (Chen, Bokenkamp, Feldhaus, Haines, Henn, Park, Schober and Woodward) teach

26 courses on religious practice, culture and history in Hindu, Buddhist, Daoist, Confucian, Christian, Muslim and indigenous folk traditions at the undergraduate, master and doctoral level, including doctoral tracks in Asian Religions and in the Anthropology of Religion.

**6.B. Specialized Course Coverage.** Specialized courses in the humanities include Buddhism (REL 351), Hinduism (REL 350), Religions of India (REL 347), Theravada Buddhism in S. & SE Asia (REL 356), Islamic Civilizations (REL 365), Religions of S. Asia (REL 347), Daoism (REL 343), Religion /Values in Japanese Life (REL 344), and Religious Traditions of Korea (KOR/REL 354), Readings in Theravada Buddhist Studies (REL 691), Buddhism in Myanmar (REL 691) and History of Buddhist Studies (REL 691). In History, 4 faculty (Moore, Rush, Saikia and Vu) offer gateway courses like Intro. to Asia (HST 111), Studies in Asian History: (HST 303) which includes specialized topics, China (HST 383), Modern Japan (HST 387 and 388), Modern SE. Asia (HST 391), Modern S. Asia (HST 392), and courses on the Vietnam War (HST 56 & 496). In SPSGS, specialized courses include Comparative Asian Security Policies (POS 563), Asian Foreign Policy (POS 468), SE. Asia (POS 357), and Government and Politics in China (POS 452). SHESC offers Peoples and Cultures of SE. Asia (ASB 325) and SGS offers the Geography of S. Asia (GCU 394) and of China (GCU 432). Art History offers Art History of Asia (ARS 201), Art of Japan (ARS 473 and ARS 574), Chinese Painting (ARS 475/575) and Modern Chinese Art (ARS 494/598). In Music, Ted Solis teaches Gamelan (MUP 587) each semester. The W.P. Carey School of Business offers South Asia and World Economy (ECN 335), Global Business Communication/ Chinese (MGT 404) and special topics courses on Global Intensive Trek: Japan, and Current trends in Chinese Financial Management (WRC 591 and 598).

**6.C. Faculty Strengths by Region and Country. Table 15** lists faculty expertise by region and country; 37 faculty members are tenured as associate or full professor and 3 hold endowed chairs.

**Training Instructional Assistants.** Graduate students assist in teaching courses on Asia and

advanced graduate students may also be assigned as instructors. To support their professional development and assist with course content and teaching methods, faculty mentors closely supervise graduate students and seek to match course assignments with area specializations. The Graduate

<b>Table 15: Core Area Studies Faculty by Region and Country Coverage</b>		
<b>South Asia</b>	Bangladesh/ Nepal/ Bhutan	Rush, Saikia, Hruschka, Indulata, Webster, Datta, Myint, Chhetri, Aggarwal, Chhetri
	India	Feldhaus, Haines, Henn, Rush, Saikia, Indulata, Li, Mallot, Webster, Dutta, Myint, Aggarwal, Budruk, Chhabra, Chhetri, Bhattacharjya, Chadha, Boradkar, Brown, Codell, Solis, Datta
	Pakistan	Haines, Saikia, Webster
<b>Southeast Asia</b>	Burma/Myanmar	Schober, Rothenberg, Myint, Gabbard
	Cambodia	Jonsson, Webster, Myint,
	Malaysia	Haines, Woodward, Rush, Shair-Rosenfield, Webster, Cheong,
	Thailand	Matsuda, Jonsson, Rothenberg, Shair-Rosenfield, Webster, Cheong, Meerow, Myint, Chhetri, Brown, Patel
	Singapore	Woodward, Jonsson, Shair-Rosenfield, Webster, Cheong, Codell, Patel
	Laos	Adams, Webster
	Vietnam	Le, Vu, Jonsson, Shair-Rosenfield, Webster, Myint, Chhetri, Patel
	Indonesia	Suwarno, Woodward, Machander, Rush, Shair-Rosenfield, Webster, Myint, Aggarwal, Codell
	Philippines	Rush, Matsuda, Rothenberg, Simon, Meerow
<b>East Asia</b>	China	Chen, Bokenkamp, Cho, Cutter, Liao, Ling, Oh, Hedberg, Zhang, Tsao, Tillman, West, Wong, Rush, Vu, Matsuda, Kuo, Li, Webster, Cheong, Kuby, Myint, Crow-Miller, Chhetri, Smith, Brown, Codell, Brada, Lan, Chodorow, Gabbard, Liu, Vu
	South Korea	Cho, Oh, Shin, Tillman, Türker, Park, Moore, Rush, Noah, Cheong, Kim H, Kwon, Shin, Kim J,
	Japan	Chen, Gahan, Hedberg, Shimomura, Wilson, Wong, Moore, Rush, Matsuda, Jonsson, Brown, Patel
	Taiwan	Hedberg, West, Vu, Kuo, Cheong, Brown, Brada
	Mongolia	Hruschka
<b>Eurasia and Central Asia</b>	Turkey	Türker, Kefeli, Saikia,
	Tatarstan	Kefeli
	Uzbekistan	Myint
	Afghanistan	Rothenberg

College requires teaching staff to take workshops on technology, syllabus creation, effective communication and teaching techniques. Each year, all teaching staff are evaluated and academic programs are assessed on student performance and degree completion.

**6. D. Interdisciplinary Courses.** Interdisciplinary courses on Asia at ASU include gateway courses,

such as Intro. to Asia (HST/REL 111), Intro. to Southeast Asia (HST/REL/POS/ ASB/are GCU/SGS 240), and the capstone seminar for Asia Studies majors (HST 496). SILC offers several courses integrating the study of Asian literatures into historical and cultural contexts, such as Chinese Cultural History 1 and 2 (CHI 451,452), Korean Culture and Society (KOR 250), Women of Korea (KOR 350), Korean Film and Literature (KOR 347), and Korean Literature in Translation (SLC 321); Introduction to Chinese Culture (SLC 120), China (political/cultural history)(SLC 333), Interpreting China's Classics (CHI336/SLC 333/HST 383); Japanese Popular Culture (JPN 115), Zen and Japanese Culture (JPN/SLC 294), and Japanese Literature in Translation (SLC 421). By expanding the number of advanced area studies courses and developing a 4-1 master degree program, we will increase the number of Asia-related majors and the number of students taking at least 3 Asia-related courses (**T 18, PG2**).

## **7. Quality of Language Instructional Program.**

**7.A. Asian LCTLs Taught and Enrollments.** At ASU, teaching Asian LCTLs is accomplished in the School of International Letters and Cultures (SILC) where 120 courses are offered in 7 modern Asian languages (Burmese, Chinese, Hindi, Indonesian, Japanese, Korean, and Vietnamese). Burmese, Hindi and Sanskrit have been offered sporadically and students also enroll in accredited off-campus language programs like SEASSI (2 in 2017), SASLI (1 in 2018) and others. To facilitate instruction in Asian LCTL currently not offered at ASU, we are collaborating with the SEALC which is working to develop student access to performance-based and synchronously-taught LCTLs via mediated classrooms. ASU regularly offers instruction in secondary languages relevant to the study of Asia, such as French, German, Italian, Spanish, Dutch, Portuguese, Arabic and Russian. The Melikian Center is a CLI for Eurasian languages, offering intensive programs and study-abroad in Indonesian, Uzbek, Farsi, Russian, and Turkish. Proficiency testing for any language is available to ASU students and the NRC will increase by 10% the number of students completing intermediate

proficiency in Asian LCTLs (**PG 1**).

SILC's instruction in Asian languages is performance-based and includes majors, minors and certificates in Japanese and in Chinese and a doctoral program in Chinese literature. Beginning to intermediate levels of instruction in Korean, Indonesian and Vietnamese and advanced levels of instruction on demand for heritage learners are regularly offered.

In **Chinese**, SILC offers research-intensive, interdisciplinary, area-based doctoral (84 credits),

<b>Table 16: Enrollment in 5-credit Sections and Enrollment in (Intensive, Accelerated) 5-credit Sections</b>													
Language	Year 1		Year 2		Year 3		Year 4		Year 5		Classical		Total
	F	Sp	F	Sp	F	Sp	F	Sp	F	Sp	F	Sp	
<b>Chinese</b>	118 (13/80)	82 (153)	119(33)	130(16)	113(21)	102(20)	44	33	20	20	18	22	<b>821</b>
<b>Japanese</b>	222 (26)	214(153)	60(33)	99(22/50)	91	93	23	26	0	1	23	0	<b>852</b>
<b>Korean</b>	100	87	28	50	66	24	0	1	0	0	0	0	<b>356</b>
<b>Indonesian</b>	2	1	1	2	4	3	1	1	0	0	0	0	<b>15</b>
<b>Vietnamese</b>	16	7	6	5	1	2	0	0	0	0	0	0	<b>37</b>
<b>Hindi-Urdu</b>	4	0	0	0	0	0	0	0	0	0	0	0	<b>4</b>
<b>Arabic</b>	77	87	71	37	169	179	42	4	0		0	13	<b>679</b>
<b>Portuguese</b>	31	11	5	5	63	61	3	6	0	2	0	0	<b>187</b>
<b>Burmese</b>	0	0	4	2	0	0	0	0	0	0	0	0	<b>6</b>
<b>Sanskrit</b>	0	0	0	0	0	1	1	0	0	0	0	0	<b>2</b>
<b>Total</b>													<b>2,959</b>

master (30 credits), bachelor (55 credits), and minor (18 credits) programs in which students acquire successive degrees of proficiency in classical and modern standard Chinese. Upper-division programmatic foci include literature, literary criticism, cultural studies and history, religious texts, or linguistics with an optional area focus on K-16 pedagogy.

Students in **Japanese** study the language, literature and culture of Japan and gain competence in reading, writing, oral and aural skills. Students also gain linguistic and cultural competence through the required study of classical Japanese. The master in Japanese (30 credit hrs.) prepares students for careers involving Japan with NGOs, in media, journalism, business and other professions.

The minor in **Korean** (22 credits) offers language courses in two levels from Elementary (1<sup>st</sup>

Year) to Intermediate (2<sup>nd</sup> Year) at a high level of language proficiency and extensive knowledge of Korean literature, culture, film and linguistics necessary for professional or academic endeavors in areas related to Korea or East Asia. Instruction in Korean balances the four language modalities of speaking, reading, writing, and listening, while offering an array of specialty courses in premodern and modern literature, history, religion, linguistics, film/visual culture, popular culture, and gender studies.

In **Indonesian**, beginning and intermediate performance-based instruction (IDN 101, 102, 201, 202) and upper-division topical courses are offered for 1<sup>st</sup>- and 2<sup>nd</sup>- year students and on demand. Indonesian language instruction employs communicative language teaching (CLT) with a notional functional syllabus and authentic materials, emphasizes communicative and intercultural competence, and follows ILR guidelines with evaluations based on Oral Proficiency Interview (OPI) guidelines. In the Consortium for the Teaching of Indonesian (COTI), ASU's Indonesian instructors participated in training workshops on teaching techniques, Indonesian ACTFL, and OPI tests. To support successful CLT implementation, the Indonesian program provides interactive materials in hybrid format.

The **Vietnamese** language program teaches students to master the language, literature, and culture of Vietnam, offering courses at beginning, intermediate, and advanced levels of proficiency in hybrid modes and also as independent study (VTN 499) on demand, especially for heritage learners. ASU Online has offered beginning courses in Vietnamese since 2014. Lê Phạm Thuý-Kim, Senior Lecturer for Vietnamese, engages specific needs of diverse groups of learners that include non-natives of Vietnam, heritage students, and 'digital natives.' She has designed the curriculum to integrate technology with innovative, flexible, student-centered, and differentiated instruction in order to motivate students and foster enthusiasm among life-long learners from diverse backgrounds. **Hindi-Urdu** has been offered sporadically and NRC funding will allow us to offer regularized

instruction in Hindi/Urdu. Intermediate **Burmese** was taught in 2017/8 and advanced Burmese will be offered in 2018/19. **Sanskrit** is taught on demand.

**Intensive language instruction** at five contact hours per week is offered in Chinese, Japanese, Korean, Vietnamese, and Indonesian at the Beginning (101,102) and Intermediate (201, 202) levels with integrated labs. Chinese is also taught intensively for third year students. Both 1<sup>st</sup> and 2<sup>nd</sup> semester sequences are offered during fall and spring semesters in Chinese and Japanese. Accelerated courses in Chinese and Korean allow students to complete a year's study in one semester. In addition, online CHI 101 and 102 Beginning Chinese were offered this academic year and CHI 201 and 202

Table 17: Number of (Intensive, Accelerated) 5-credit Sections in Asian LCTLs offered in 2017-2018													
Language	Year 1		Year 2		Year 3		Year 4		Year 5		Classical		Total
	F	Sp	F	Sp	F	Sp	F	Sp	F	Sp	F	Sp	
Chinese	7(1, 6)	6	7(0, 3)	7(1, 3)	8(0, 2)	5(0, 2)	15	5	2	2	2	6	72
Japanese	9(1, 7)	8 (0, 7)	3(0,2)	4(1, 2)	5	6	1	3	1	1	1	0	42
Korean	5	5	2	3	5	3		0	0	0	0	0	23
Indonesian	1	1	1	1	1	1	1	1	0	0	0	0	8
Vietnamese	2	2	2	2	1	1	1	1	0	0	0	0	12
Hindi-Urdu	1	0	0	0	0	0	0	0	0	0	0	0	1
Burmese	0	0	1	1	0	0	0	0	0	0	0	0	2
Arabic	5	5	4	2	7	6	3	1	0	0	1	0	34
Portuguese	1	1	1	1	4	4	1	1	0	1	0	0	15
Sanskrit											1	1	2

will be available next year so that online degree students can complete a two-year curriculum of intensive Chinese (**T 17** above). Through rigorous study and cultural immersion, students in the **Chinese Language Flagship Program** at ASU graduate to become the next generation of professionals and leaders trained to meet local, regional, and national needs in global capacities. This undergraduate degree is intended for highly motivated students in any undergraduate major who seek professional-level proficiency, take OPI assessments and acquire knowledge in content courses. In **summer**, intensive language instruction is offered at Sichuan University in Chengdu, China. Chinese



Flagship students may enroll in intensive programs at Indiana University, at Middlebury College and in the Nanjing Chinese Language Flagship Program. In 2017, two ASU graduate students won FLAS fellowships to study Beginning Burmese at SEASSI and in the past five years, ASU graduate students enrolled in Thai, Indonesian, and Hindi-Urdu intensive summer language programs at SEASSI, SASLI and in Denpasar, Indonesia.

**7. B. Advanced Language Training and Content Courses.** Advanced instruction is offered in all Asian LCTLs at ASU, with Advanced Burmese to be added in F 2018. Individualized language instruction on demand, internships, practicums, fieldwork, and thesis credits can also be arranged. The KF funded a Korea Studies Room for ASU students studying Korean and SILC plans to develop the minor in Korean language into a major. ASU's partnership with the School of Overseas Study at Sichuan University provides academic year and summer Chinese language programs in which students, supervised by SILC faculty, complete a year's course work in eight weeks by enrolling in 2<sup>nd</sup>-, 3<sup>rd</sup>-, or 4<sup>th</sup>-year Chinese. Students participate in intensive summer study in the US, China and Taiwan, enroll in a capstone year at a Chinese university or carry out an internship in China.

Advanced undergraduates and graduate students use language materials (news articles, literature or religious texts) in area studies courses and individualized reading courses in History and Religious Studies. Interdisciplinary courses with thematic content like film, linguistics, culture, history, geography, and intellectual history also make use of language proficiencies. Several of these are offered under the SLC prefix, denoting interdisciplinary content courses. For instance, SILC offers Chinese Cultural History (CHI 451, 452, HST 451, 452, SLC 451), Chinese Film and Civilization (CHI 345), special topics like Teaching Chinese as a Second Language (CHI 691), Introduction to Chinese Culture (CHI/SLC 120), Japanese Popular Culture (JPN 115), Korean Culture and Society (KOR 250), and Korean Film and Literature (KOR 347).

The bachelor in **Global Business Communication/Chinese** in the W.P. Carey School of

Business, with 16 majors in 2018, emphasizes Chinese language training for global business leaders who need to function culturally and linguistically in Chinese business environments. This degree program requires four years of Chinese and a full-year sequence of Chinese for Academic and Professional Purposes (CHI 407/408). The degree also provides a track for heritage/native speakers who substitute basic language requirements with courses in Literary Chinese (CHI 307/308), Intro. to Literary Chinese (CHI 321/322). SILC plans, with the business school to expand the Global Business Communication track to include Japanese and Korean. Since 2012, ASU's ROTC students in all military branches benefit from a **National Security Education Program** grant (\$1 million) for Chinese language instruction and cultural competence (**AP1**). The Chinese Language Flagship/**Project GO** (Global Officer) program increases the number of ROTC undergraduate students at ASU who achieve superior level proficiency and envision competence in Chinese as a defining component of their careers paths within and beyond the military (**AP1**). With support for critical language skills from the U.S. Department of Defense, this program addresses the nation's need for commissioned officers with superior levels of Chinese proficiency and in-depth cultural knowledge. These programs will bolster NRC/FLAS goals and further strengthen the impact of ASU's contribution to meeting national needs for leaders in careers focused on international and global security concerns (**AP1**).

**7.C. Language Faculty and Performance-based Teaching.** Faculty members in Asian languages are recognized for their pedagogical achievements and research in literature, linguistics and culture. All ranked faculty and lecturers in modern languages have native or near-native command of the languages they teach and demonstrated ability to conduct university-level language instruction. Lecturers teach beginning, intermediate and some advanced performance-based language instruction. They participate in outreach activities like the campus-wide International Day, in the state-wide annual Japanese speech contest for K-12 and CC students, in other K-12 outreach and in the Arizona Association for Language Teachers. They also contribute to national organizations for teaching Asian

LCTLs like COTI, COTSEAL, GUAVA, and CAST. Tenured and tenure-track faculty teach advanced literature, thematic and interdisciplinary courses and meet or exceed tenure requirements. All language faculty and graduate teaching assistants participate in a wide variety of workshops and training events on multimedia and technology in language instruction offered through SILC's state-of-the-art Learning Support Systems (LSS).

The Chinese program draws on the expertise of four full professors (Cutter, Bokenkamp, Tillman, West), two associate professors (Chen and Oh), two assistant professors (Ling, Liao), and three lecturers (Zhang, Zhu, Tsao). The Japanese language program is taught by two assistant professors (Hedberg, Tuck who will join ASU in F 2018) and five lecturers (Gahan, Wong, Wilson, Suhara, and Shimomura). Korean language instruction is supported by one associate professor (Oh), three assistant professors (Cho, Türker, Shin) and three lecturers (Cho, Oh, Lee). Peter Suwarno, Associate Professor, developed the Indonesian program and was the resident director (2010-2012) of the Critical Language Scholarship Indonesian abroad program in Malang, Indonesia where he employed CLT, ACTFL and OPI. Lê Pham Thuý-Kim, Senior Lecturer, is a national authority who developed the Vietnamese program at ASU since the 1990s and chaired the Proficiency Guidelines Committee for Vietnamese of the Group of Universities for the Advancement of Vietnamese in America (GUAVA). She conducted training workshops for GUAVA and Monterey Institute and served as examiner and consultant for the Vietnamese language courses offered by the CLI at the U. of Arizona (1995-2012) and U. of Colorado (2002-2004). She received the Outstanding Post-Secondary Educator of the Year award of the Arizona Language Association and published 2 textbooks that received the Charles E. Tuttle Award in 1998 and in 2004. She authored 4 workbooks, 6 online programs for learners of Vietnamese, and developed web-based, multimedia materials for use in hybrid courses. Anne Feldhaus, Foundation Professor, regularly teaches 1<sup>st</sup> and 2<sup>nd</sup>-year Sanskrit (SLC/REL 194, 294), whenever there is student demand. We request funding for an

instructor for 3<sup>rd</sup> yr. Burmese and for 1<sup>st</sup> yr. Hindi, who will teach full-time Hindi/Urdu in yr.2.

**7.D. Performance-Based Instruction in Use and under Development.** To increase teacher training for Asian language instruction at ASU, the NRC/FLAS center will collaborate with SILC to provide annual training and travel support for Asian LCTLs faculty to become ACTFL-certified. To ensure the quality of instruction, all modern-Asian language courses employ CLT based on the five national standards for foreign-language learning (Communication, Cultures, Comparisons, Connections, and Communities), a notional, functional syllabus and, whenever possible, authentic materials. They emphasize communicative and intercultural competence as the goals and implement IRL standards to measure improvement in speaking, reading, writing, listening and cultural competence.

Language instructors employ performance-based teaching methods commensurate with ILR standards developed for each language. Proficiency requirements, assessment tools for comprehension, other communicative skills and IRL equivalencies for performance-based instruction in Chinese, Japanese, Korean, Indonesian, Vietnamese and Hindi-Urdu are detailed for each level in **Appendix 3**. Students in the Chinese Flagship program undergo OPI based proficiency testing. Peter Suwarno employed CLT, ACTFL, and OPI for three summers (2010-2012) when he directed the Critical Language Scholarship Indonesian study-abroad program in Malang. As a member of COTI (Consortium for the Teaching of Indonesian), ASU instructors of Indonesian are trained in ACTFL and OPI by certified COTI members and ASU assessments are based on ACTFL guidelines and OPI test guidelines. To support success of the implementation of CLT, the Indonesian program also provides interactive materials in Blackboard for students to study independently outside of class hours. Students seeking language competency assessments may take the exam once and must demonstrate proficiency at a minimum at the intermediate level with a grade of “C” or better. Language placement assessments are used to determine a student’s proficiency level to continue with language study. They are conducted in-person for languages offered at ASU and by external OPI

testers for languages not offered at ASU.

SILC, the Center for Asian Research and ASU's CLI are planning to standardize all language courses by deploying ACTFL proficiency guidelines and Can-Do statements as the basis for learning outcomes. This collaboration will improve current implementation and help ASU-based Project GO students take charge of their own learning, while courses remain structured, coherent and effective. Students will be expected to achieve an ACTFL-sublevel proficiency gain in at least 2 out of 5 skills in each course. A further goal is to create a local pool of testers, so no matter what language students take at ASU, they will have access to standards-based assessment. This will also increase interoperability with partner universities and improve articulation between courses at different levels, supporting student success for Project GO students based at other universities. Through this initiative, led by SILC Professor Danko Sipka, former CLI director and member of the Project GO Working Group, we anticipate leading Project GO students and other Asian LCTL learners to still higher ILR proficiency in Chinese, Indonesian and eventually all Asian LCTLs taught at ASU. We are requesting funds to for two Asian LCTL instructors annually to attend ATCFL training workshops (**AP2, CP2**).

### **Resources for Language Teaching and Practice & Language Proficiency Requirements.**

Learning Support Services (LSS) employs four professional staff members, faculty associates and student workers in its technology-based language instruction facilities for teachers and students. They provide "in the moment" help in the LSS spaces and assist with Blackboard, workshops, training, and consultation on technology for instructional and research uses. LSS facilities include computer labs, multimedia studios and instructional areas that offer access to audio, video and software resources, including streamed media, to support Asian LCTL instruction as well as digital storytelling tools for students and faculty to create their own materials. LSS staff assist language instructors with developing technologically-mediated instruction for online and hybrid courses and support for exploring, developing, communicating and documenting pedagogically appropriate technology,

media and best practices for language learners to develop linguistic competency. Students in all schools have access to the LSS, an institutional investment that ASU will maintain and update.

## 8. Quality of Curriculum Design.

**8. A. Undergraduate Instruction.** The excellence of ASU's curriculum on Asia is evident in the number of courses (359, **T1**) offered in disciplines and professional schools across the university, the number of Asia undergraduate and graduate degree programs (15, **T18**) and by the number of ASU undergraduate and graduate students (345, **T18**) seeking Asian content and LCTLs degree programs. All degrees require area studies and language training and encourage research and study abroad. ASU offers 3 undergraduate majors, 4 minors, 2 master and 4 doctoral programs in Asian studies and certificate programs that offer specialization in areas of Asian content (**T18**). Undergraduate and graduate degree programs in the social sciences (e.g. Anthropology, Political Science, Geography, Sustainability), in Art History, and in professional schools (e.g. Business, Human Communications) allow students to study aspects of Asia and its global reach and offering required and elective courses

Table 18: Asian content degree programs and Enrollments 2017-2018							
# of Asia-focused degree programs: <b>20</b>	Certificates		Undergrad		Graduate		Total enrolled
	UG	Grad	Major	Minor	MA	PhD	
<b>SILC</b>							
Chinese			33	51	4	28	116
Chinese Flagship			9				9
Japanese			74	62			136
Korean Studies				16			16
<b>SHPRS</b>							
Asia Studies		2	27				29
<b>Religious St./ tracks:</b>							
/ Asian Religions					1	3	4
/Global Islam						5	5
/ Anthro. Of Religion /Asia						4	4
<b>History</b>						1	1
<b>Political Science</b>						1	1
<b>Art History/China</b>					1	6	7
<b>Anthropology</b>					1		1
<b>Business Comm./Chinese</b>			16				16
<b>Total:</b>	<b>2</b>		<b>159</b>	<b>129</b>	<b>7</b>	<b>48</b>	<b>345</b>

on the region. The center offers an internship program for honors students to assist with the *Asia Mediated* grant. A new Barrett research fellowship enables undergraduates to serve as research fellows for history Professor Linh Vu's

study of modern China and the evolution of the language of terrorism in that country.

**Quality of Undergraduate Programs and Certificates.** ASU's undergraduate programs in Asian studies provide excellent preparation in language and area studies for careers in professional fields, for advanced study and for a global citizenry. The **Asia Studies major** in SHPRS has currently 27 majors of whom 15 are honors students. Its interdisciplinary curriculum teaches intellectual tools to address contemporary political, social, and cultural issues and apply their knowledge of Asian sub-regions, such as East Asia (China, Korea, Japan, Taiwan), South Asia (Bangladesh, India, and Pakistan), and Southeast Asia (Burma/Myanmar, Cambodia, Malaysia, East Timor, Indonesia, Laos, the Philippines, Singapore, Thailand, and Vietnam). Majors complete 15 area studies courses (45 credits), including Introduction to Asia (HST 111), 5 track-specific courses, 3 courses in a second region of Asia, and a capstone course, Asia in the Global Mix (HST 496). Students enroll in 4 semesters of an Asian LCTL or choose a second major in Chinese, Japanese and eventually Korean.

**Minors and Certificates.** Minors in Chinese, Japanese and Korean require 18-22 credit hours, with 12 upper division credits focusing on culture, pre-modern and modern literature, religion, history, film/visual culture, and gender studies (**7A**). *Arabic Studies* offers an undergraduate certificate and a minor. **Certificate programs** are open to students in any major. The *Islamic Studies Certificate* consists of courses on Muslim societies and prepares students for graduate study in Islamic studies, or for professional careers involving contemporary global Muslim societies. Undergraduates enroll in 10 credits of Arabic or Indonesian language study and take courses with significant South and Southeast Asian content. The *Certificate in Religion and Conflict* provides undergraduates with an interdisciplinary understanding of the dynamics of religion, conflict, and peace.

Leveraging NRC support, the FLAS/curriculum coordinator will 1. introduce and adopt a new **prefix** for cross-listing Asian content courses (**AP1**) and 2. work with academic units to develop new advanced Asian studies courses and strengthen their articulation with existing degree programs.

Increased visibility of Asian studies in ASU's course schedule will help recruit students to the study of Asia by meeting general education requirements in Literacy, Humanities, and Social/Behavioral, Global, and Historical Awareness and thereby improve literacy among ASU undergraduates about this important world region. Using the new prefix to highlight Asian studies content will increase the number of undergraduates enrolled in degree programs related to the study of Asia and its languages. It will also raise the number of ASU graduates ready to matriculate into advanced area studies and language programs or become employed in fields with national and local needs for expertise in Asian studies (**AP1, FP2, PG 1,2**).

**8.B. Quality of Graduate Programs in Disciplines and Professional Schools.** ASU excels in training graduate students focusing their work on Asia and currently enrolls 48 doctoral students, 7 master students and 2 certificate students. Faculty in all graduate programs encourage their students to attain advanced language proficiency, to apply for fellowships for intensive summer language study, and to obtain funding for field research in Asia. FLAS awards will strengthen ASU's ability to recruit qualified undergraduate and graduate students into our degree programs.

In the study of East Asian Literature/Chinese, SILC currently enrolls 4 master and 28 Ph.D. students. Religious Studies offers master degrees in the study of Buddhism, Hinduism, and Islam and doctoral tracks in Asian Religions (1 current ABD), Islam in Global Contexts (3 current ABDs), and the Anthropology of Religion with 4 doctoral students working on research projects in Myanmar, Indonesia and Nepal. Doctoral students in Religious studies are researching dissertation projects on India, Indonesia, Nepal, Burma/Myanmar, and China. In Political Science, 1 doctoral student is working on Myanmar. History has currently 1 doctoral student working on Indonesia and Art History has 6 doctoral students focusing their research on China. The *Graduate Certificate in Asian Studies* allows graduate students to combine 18 credits of an Asian LCTL with disciplinary training in their graduate program. For example, a 2017 recipient of the Asian Studies Graduate Certificate is



proficient in advanced Japanese and works on his doctoral research in Journalism.

As an undergraduate NRC/FLAS Center for Asia, the Center will work with SHPRS and the Graduate College to add a new, interdisciplinary 4+1 master degree program in Global Asia (**AP1**). This degree is designed for students with an undergraduate degree in Asia Studies, Chinese, Japanese and eventually Korean who seek to augment their expertise on Asia and its global reach in preparation for careers in K-12 education and in professional fields. The application process to obtain ASU authorization for the 4+1 degree in the study of Global Asia has begun. The FLAS/curriculum coordinator will work with center faculty to augment existing and develop new cross-disciplinary and advanced area studies courses at the 400 and 500 level leading to a **new 4+1 Asian studies degree for students majoring in Asia Studies or LCTL degree programs**. The 4+1 program encourages interdisciplinary course work that builds on the candidate's knowledge of Asia, while emphasizing the global impact of Asian interests and diasporas. Students will be able to augment their undergraduate training in Asian studies and languages by earning a master degree that requires one additional year of study comprising a gateway and capstone seminar and a thematic cluster of courses that aligns with the student's professional aspirations.

**8.C. Advising, Research and Study Abroad.** Graduate and undergraduate students receive individual mentoring from faculty advisors in their disciplines and a professional advising staff. The Office of National Scholarship Advisement (ONSA) assists undergraduate and graduate students in competing for national and international scholarship and fellowship awards. A grade-based performance alert system monitors student performance to ensure student success and timely degree completion. Asia Studies majors are mentored by Professor James Rush. The Diplomat-in-Residence program in Political Science assists students pursuing careers in government. The university-wide Career Services office helps undergraduates create career plans and find internships and employment. Graduate students in the Asia certificate are advised by Julianne Schober. Doctoral and master degree

students receive career mentoring from their advisors and other faculty, directors of graduate study, and graduate coordinators in academic units. The Graduate College offers workshops such as *Preparing Future Faculty*, *Preparing Future Professionals*, *Careers in Diplomacy*, *Preparing for Academic Jobs*, and *Marketing a Graduate Degree for Non-Academic Jobs*. It also provides the *Graduate Resource Guide* to help graduate students develop as teachers and requires mandatory training sessions. The *TA/RA Policies and Procedures Handbook* details policies, evaluation, and responsibilities of graduate assistants, and academic units clarify specific expectations for graduate assistants.

ASU's commitment to global engagement is evident in its many active exchange agreements and study abroad programs throughout Asia for both summer, semester and the academic year. As a NRC for Asia, we will expand our partnerships with universities in Asia, such as the Inya Institute in Yangon and also with El Colegio de Mexico to augment research and internship opportunities for students and faculty (**AP1**). The Center informs and encourages students about opportunities like Fulbright, FLAS and other scholarships and announces study abroad and summer language programs on its website, while center faculty mentor students on study abroad options (**FP2**). In its 12th year, the William Sage Family Fellowship funds students' summer study in Laos. The center will provide FLAS funding for advanced undergraduate and graduate students seeking to enhance their language proficiencies through immersion at qualified US and international programs.

ASU's Study Abroad Office (SAO) works with more than 90 exchange programs worldwide, including China, Japan, Korea, Taiwan, Hong Kong, India, Nepal, Malaysia, Indonesia, Singapore, and Thailand. SAO facilitates applications for summer and academic terms and assists with students' visa needs and transferring credits upon completion. Barrett, the Honors College, maintains year-round exchanges with the National University of Singapore and SHPRS maintains a student exchange with Sichuan University in Chengdu, China. Additional exchange relationships with Chinese

universities include Fudan U. in Shanghai; Hong Kong U. of Science & Technology, Tongji U. in Shanghai; with National Taiwan U. in Taipei; and, in Japan, with Tokyo International U., Sophia U., and Waseda U. (all in Tokyo) as well as with Hiroshima Shudo U., Kyushu U. (Fukuoka), Nanzan U. in Nagoya, Okayama U. and Ryukoku U. Kyoto. In South Korea, ASU has academic year exchanges with Hanyang U., Korea U. Business School and Korea U. International Summer Campus, Seoul National U. and Yonsei U., all in Seoul. In Southeast Asia, we maintain exchange relationships with Monash U-Malaysia, Nanyang Technological U, NUS, Singapore Management U. and RMIT U. in Hanoi, Vietnam.

ASU's professional schools organize summer programs to study *Visualization and Simulation of Technology* or *Japan's Social Media Culture* (Journalism) in Tokyo and the *Summer Engineering Research Internship for U.S. Students* (SERIUS) at NUS. In China, global intensive experiences are offered in *Global Supply Chain Management* in Hong Kong and at the Guanghua School of Management at Peking U. A MBA program on *Doing Business in China* is also offered at Peking U. ASU's Thunderbird School of Global Management offers a field seminar in Shanghai, Singapore and Hong Kong. ASU faculty teach summer field schools to study *Urban Sustainability* in China and Taiwan (Guangzhou, Hong Kong, Taipei) and *Engaging Communities in Energy and Education Innovations* in Nepal. Through the University Study Abroad Consortium (USAC), students may apply for scholarships for summer programs in Bangalore, India, and Chiang Mai, Thailand. See **4.F** for student participation in study abroad programs.

## **9. Outreach Activities**

**Significant and Measurable Regional and National Impact.** The center functions as a knowledge hub for Asia at ASU and communicates with its affiliated faculty, undergraduate and graduate students through social media (Twitter, FB), website ([car.asu.edu](http://car.asu.edu)), email distribution lists, and a bi-weekly newsletter (**AP1, AP2, CP1, CP2, FP2, PG3**). The Center contributes to multiple national

and international organizations, including AIIS, AIFIS, INYA, Burma Graduate Studies Consortium, and the newly formed SEALC. At the 2018 AAS in Washington DC, the center hosted an international conference on Theravada Civilizations supported by the Luce Foundation where 23 scholars presented recent work. The 2016 ACLS week-long workshop on teaching about Buddhism brought together college teachers from across the US and included sessions examining the ASU library's Sinhalese manuscript collection, *Guardian of the Flame*. In collaboration with the ASU Vice-Provost for Articulation, we hosted a workshop, *Engaging Asia*, for 25 MCC teachers in F 2017 to promote collaborations and showcase modules developed by the UISFL *Asia Mediated* project.

**9.A. Elementary and Secondary Schools.** In collaboration with the Melikian Center for Russian and Easter European Studies and SHPRS, the center will organize teacher training programs for K-12 teachers at the Arizona Council for History Education's (ACHE) annual conference. ASU hosts the 2-week, residential *Startalk: Chinese Language Summer Camp* for 8th-12th grade students in Arizona offering a 15-day intensive residential program for motivated, heritage and non-heritage learners to explore and expand their knowledge in Chinese language and culture.

**9.B. Post-Secondary Institutions.** With the Melikian Center, we will organize annual teacher training conference for MCC on topics such as *The Silk Road: Past and Present Iterations* (2019) and a curriculum internationalization workshop on *Infusing Asian Content into Community College Courses* (2020), introducing *Asia Mediated* modules. The center will host again in 2021 the regional AAS conference (WCAAS) that includes K-14 teachers training programs. To generate knowledge about Asia, we will continue an on-going lecture series on campus and organize annual research conferences, e.g. a dissertation workshop for Myanmar studies in collaboration with Oxford and SOAS in 2020. In 2017-18, the center hosted well-attended lectures (35-40 attendees) by invited speakers like the environmental novelist Amitav Ghosh, Wenhong Chen (UT-Austin), Lisa Brooten (Southern Illinois), Cara Wills (Texas AM), Aswin Punathambekar (Michigan), Dal Yong Jin (Simon

Fraser), and Christian Sorace (Colorado College), See Seng Tan (Nanyang Technical Institute), Fabio Lanza (U. of Arizona) and Sheila Coronel (Columbia). The outreach and FLAS/Curriculum coordinators will establish a campus group for students studying Asian languages and area studies. With SILC, the center will co-host each year International Day on campus. The center will also co-host the Arizona Japanese Speech Contest for middle school, high school, CC and university students, organized by the Arizona Association of Teachers of Japanese.

**9.C. Business, media, general public.** The center will organize with the Herberger Institute an exhibit of Frank Lloyd Wright's Japanese block prints and performances of the Japanese Tale of Heike in F 2018. The library is collecting oral histories of Asian Americans in Phoenix that will be accessible online through the ASU Library repository. The first project will collect interviews from residents in Phoenix and its sister city Chengdu about their experiences in the 1950s and 60s. The second project focuses on Chinese, Burmese, Vietnamese, and Thai heritage communities in Phoenix. ASU media regularly report on center activities, including the *Asia Mediated* project, [the lecture by See Seng Tan](#) or the center's CC workshop on [Engaging Asia](#) that featured Japanese Lecturer Bradley Wilson's presentation on Japanese anime comics and James Rush's module on *Truth to Power: Activist Journalism in Southeast Asia*. [Coronel was interviewed by ASU](#) reporters. [The AAS blog AsiaNow](#) features the ASU's UISFL *Asia Mediated* project and also the [dissertation work of James Edmonds' research](#), A.B.D in Religious Studies.

**10. FLAS Awardee Selection Procedures.** ASU will implement a seamless FLAS application process that is based on high-quality, priority selection criteria and guided by qualified faculty members drawn across disciplines and sub-regions of Asia, including LCTL instructors (**FP1, FP2**). We request eligibility to make FLAS awards in Burmese, Chinese, Hindi/Urdu, Indonesian, Japanese, Korean, and Vietnamese. The FLAS awards will train students to the highest proficiency level offered. All FLAS fellowships will be awarded to students studying priority Asian LCTLs (**FP2**).

**10.A. Advertising FLAS.** The FLAS/ Curriculum coordinator will work with the director, FLAS committee and unit advising staff to solicit FLAS applications from eligible undergraduate and graduate students in academic and professional fields. We will work with Barrett, CLAS and other schools to recruit applicants from diverse ethnic, economic and heritage backgrounds. We will advertise the application deadline and process in two-week intervals beginning in November through all social media, our website, email lists and the center's newsletter to all Center affiliates, through unit advisors and directly to students enrolled in Asian languages and area studies courses.

**10.B. Application Process.** Students will apply via the center's website ([car.clas.asu.edu](http://car.clas.asu.edu)) where eligibility is explained and application forms can be completed and submitted online. The FLAS/ curriculum coordinator will hold public information sessions and mentor student applicants.

**10.C. Selection Criteria.** All FLAS recipients will be U.S. citizens, nationals, or permanent residents who are enrolled at ASU or at an approved institution in a modern Asian language course and at least one area studies course, or who conduct international research and training in professional or academic fields. FLAS recipients must maintain all eligibility requirements during their award and supply placement data for 8 years after graduation. Applicants will initially be ranked according to academic achievement (GPA 3.0 min.). Required selection criteria include transcripts, a proficiency assessment submitted by an ACTFL trained instructor, 2 letters of recommendation, SAT/ACT or GRE scores as applicable, a 300-word self-statement about career goals, evidence of class rankings or meritorious performance, and evidence of financial need (see HEA, part F of Title IV). We will award at least 50% of AY FLAS awards to students with demonstrated financial need, making this the final sorting criteria for qualified applicants (**FP2**). The FLAS committee will give priority to a student's demonstrated financial need regardless of other aid, to members of underrepresented groups and to applicants who held Fulbright-Hays DDRA awards.

Qualified students in all fields may apply. At least 20% of FLAS fellowships will be awarded to qualified undergraduates in professional degree programs. Undergraduate recipients will enroll in an approved Asian language at intermediate or advanced level. Graduate students with the proficiency of an educated native speaker in the language for which the award is sought will receive lowest priority. Doctoral students will have advanced to candidacy and be enrolled at ASU or an approved institution during the tenure of their awards. Dissertation research will be undertaken in Asia and dissertation writing will be conducted at ASU. During the academic year, FLAS recipients must enroll fulltime at ASU in at least one area studies course and one approved language. To use FLAS funding abroad, a student must remain enrolled or receive transfer credit at ASU. All programs abroad must be approved in advance by IFLE. Dissertation research abroad or dissertation writing awards will require extensive and sufficient use of the FLAS language such that the proficiency improvement facilitated is commensurate with formal classroom instruction over an academic year.

Summer FLAS awards will go to qualified students who enroll in intensive study of a modern language equivalent to one academic year at the intermediate or advanced level of language study if that language is offered at ASU during the academic year. Students may use summer FLAS awards for approved overseas language programs. Graduate students at the beginning level may apply for language study abroad only if the appropriate equivalent beginning language instruction program in the student's target language is not available in the United States. We will invite rising CC students entering ASU to apply for summer FLAS awards.

**10. D. Composition of the Selection Committee.** The center will make applications available to the FLAS Committee within a week of the submission deadlines. The center is inviting faculty to serve 2 yr. terms on the FLAS Committee composed of 6 faculty members who are drawn from East, South, and Southeast Asia studies, including 2 SILC instructors and one faculty from a professional school.

**10. E. Timeline for the competition.** To ensure project readiness, FLAS awards for AY 2018-19

were advertised “pending budgetary approval” through the described venues and due on July 15, 2018 when the FLAS Committee will review and rank applications. FLAS recipients will be notified immediately upon award notification and awards will be made retroactively to the start of the ASU fall semester on August 16, 2018. In subsequent years, the FLAS application deadlines for both undergraduate and graduate awards will be February 15 for the next AY and March 15 for summer awards. In 2019-21, graduate recipients will be notified by April 1 for the AY awards and by May 1 for summer awards. The FLAS award letter will stipulate tenure requirements like enrollment in Asian and area instruction and post-award reporting.

#### **10. F. FLAS Competitive Priorities:**

**i. Competitive Priority 1: FLAS to students with demonstrated Financial need.** We will award at least 50% of AY FLAS awards to students with demonstrated financial need, regardless of other aid, making financial need the final sorting criteria for qualified applicants, as indicated by family’s expected contributions, part F of Title VI of HEA.

**ii. Competitive Priority 2:** All (100%) of AY FLAS awards will support a qualified student studying to improve at least one level of increased proficiency in a priority, Asian LCTL while taking Asian content area studies courses.

#### **11. NRC Priorities:**

**11. A. NRC Absolute Priority I: see 602(e) statements on (Absolute Priority 1a.) Diverse Perspectives and (Absolute Priority 1b.) Government Service in Areas of National Need (PG 1,2).**

**11.B. NRC Absolute Priority II:** Teacher Training activities on the languages, area studies and thematic focus of center are detailed in **CP1** and **CP2** below and in **1.B., 2.A., 7.B, PG3.**

#### **11.C. NRC Competitive Preference Priorities:**

**i. Collaboration with CC.** In addition to activities outlined in **CP1** for CC teachers, we will also



develop teacher pre-service and in-service training programs to help meet internationalizing and global curriculum needs for K-12 teachers (**AP2**). Following up on the initial Engaging Asia event for CC teachers in F 2017, we are planning significant and sustained events with the Office of International and Intercultural Education at the Maricopa Colleges District (see letter of support) to internationalize CC courses in order to qualify for a “G”/global designation. The NRC will present lectures in the *Global Forum* series each semester on various MCC campuses for CC teachers, students and community leaders. We will participate in and present materials at the annual *Maricopa Global Engagement Conference* with break-out sessions and faculty development opportunities designed to strengthen the internationalization efforts at MCC. We will collaborate with ASU’s Melikian Center (CLI) to host a Curriculum Internationalization Workshops at MCC on *The Silk Road: Past and Present Iterations* (2019) and on *Infusing Asian Content into Community College Courses* (2020), introducing *Asia Mediated* modules. In 2018-22, the center will develop online access to *Asia Mediated* course modules for ASU, CC and K-12 teachers (**2B, 9B, 9E, PG3**).

**ii: Collaborative Activities with Teacher Training Education Program.** The NRC will promote and organize multiple post-baccalaureate teacher training programs around current Asian affairs. We will work with the ASU Center for Advanced Studies in Global Education in the Mary Lou Fulton Education College to promote global and intercultural learning. The ASU NRC will make presentations and host informational tables at the annual conference of the Arizona Council for History Education (ACHE) for middle and high school teachers. We will provide online access to *Asia Mediated* course modules and work with K-12 teachers at international baccalaureate programs to internationalize curriculum content. The NRC will provide certificates of participation for in-service teacher training, subsidies for K-12 substitutes, and ACTFL training (**2B, 9B, 9E, PG3**).

**Section 602 (e):**

**Absolute Priority 1a. Encouraging Diverse Perspectives and Debates.** The ASU NRC for Asia is well-positioned to leverage multiple institutional programs to ensure that all of its activities communicate diverse perspectives and a wide range of views generating debate on international affairs concerning regions and countries in Asia and their global impact. ASU strives to transform students into socially aware, critically thinking global citizens who bring about positive change and an appreciation for diverse viewpoints expressed in civil discourse. ASU is a diverse institution with an ethnic and economic composition matching the surrounding metropolitan population with its transnational flows and cultural networks, such as the Arizona Asian American Association, an umbrella organizations representing diaspora interests in the Phoenix community. Moreover, 10,024 international students chose to enroll at ASU in F 2018. The majority of them come from countries in Asia and organize student groups on campus. Each year, up to 15 Humphrey fellows arrive at the Walter Cronkite School of Journalism and Mass Communication for 10 months of academic study, leadership development and American cultural immersion as part of the Hubert H. Humphrey Fellowship Program funded by the Department of State.

ASU champions diversity, access and excellence and many campus programs foster students' exposure to diverse viewpoints and encourage debates. All ASU student must complete general education requirements for Global Studies. Exposure to international and intercultural communications works to expand one's understanding of the vast tapestry of human experience. The NRC/FLAS curriculum and its various degree programs *per se* enable students to expand

their academic and cultural horizons above and beyond the forces in their lives that brought them to this moment in the college careers. Public lectures and outreach activities organized by the Asia NRC will further advance and nuance a multi-faceted understanding of Asia among students and thus help to diversify debates and perspectives on current issues in international affairs and global impact involving countries, regions, peoples, and languages of Asia.

Global Barrett offered a range of international study opportunities, including a Global track for honors students in any discipline to engage in diverse viewpoints and debates about international affairs. Since 2012, more than 100 Barrett honors have focused on Asia (China 37, Japan 28, India 20, Korea 9, and elsewhere in Asia 12). *GlobalResolve* is a social entrepreneurship program designed to enhance the educational experience for ASU students by involving them in real-world projects that directly improve the lives of underprivileged people locally and in underdeveloped nations, including Nepal in 2018 on Biochar and Solar Irrigation in Nepal, led by Dr. Netra Chhetri and Dr. Nalini Chhetri, and Indonesia in 2019. In preparation, students from any major enroll in *Design for the Developing World* (HON394, EGR307/317).

In addition, the School of Civic and Economic Thought and Leadership at ASU focuses on questions of life, freedom, and governance and seeks to train future leaders. In March 2017, the school funded student travel to India for meetings with leaders in cultural, religious, political, and economic sectors and with students at Delhi University in peer-to-peer workshops. The Critical Languages Institute housed in the Melikian Center for Russian and Eastern European Studies as well as the Chinese Flagship program have partnered with *Project Go*, a nationwide program training ROTC students in selected languages, including Indonesian and Chinese.

**Absolute Priority 1b: Encouraging Government Service in Areas of National Need.** The NRC/FLAS Center will foster career development preparation, peer-to-peer mentoring and alumni networks in order to establish pathways to government service and track student placement. The center operates as an information hub for students and stakeholders in government service, K-12 and CC education, business and the non-profit sector. The NRC outreach and FLAS/curriculum coordinators will work to strengthen this nexus by organizing employment workshops for 4+1 students, majors and minors; helping prepare student resumes and e-portfolios; involving student volunteers in outreach activities to assist them in building networks; setting up jobs list-service and a web page for internships and employment opportunities; and assisting students into optimizing internships toward the 4+1 degree program.

The center will prioritize assisting students with their applications for government internships in order to increase the number of ASU graduates in Asian studies who find government employment in areas of national need. We will support majors, minors, FLAS recipients and others interested in Asian studies in navigating federal internship and employment opportunities; alerting students to webinars about USAjobs.gov, and connecting them with federal employees willing to give a Skype presentation.

We will leverage ASU's career services to integrate the NRC for Asian studies and its graduates into a network of pathways, including internships, leading to employment opportunities in other sections, including business, education and on-profit organizations. ASU's Public Service Academy (35 M) welcomes currently about 600 Next Generation Service Corps students in any majors who are committed to service and to being catalysts of change in their

careers. The combination of core values, commitment to community and cross-sector understanding redefines the role that business, nonprofit, military and government leaders can play in catalyzing collective social change. In order to link the academic curriculum with real-world experience, students will complete internships in the public, private, and nonprofit sectors.

ASU has one of the largest, most robust Reserve Officer's Training Corps programs (ROTC) in the nation annually training a corps of 650 cadets and midshipmen to be the future military leaders and commissioning about 100 Army, Air Force, Navy and Marine Corps officers. ASU is a veterans-friendly institution and home to the Pat Tillman Veterans Center that advocates for veterans successfully navigated college after military service. The Paul D. Coverdell Fellows Program at ASU assists Returned Peace Corps Volunteers (RPCVs) in obtaining an affordable or nearly free master's degree in several programs. Three returning Peace Corps Volunteers have served in China and three in Cambodia.

We will work with SILC and P.W. Carey School of Business to expand the Global Business degree track to include Asian LCTLs in addition to Chinese, such as Japanese and Korean. The NRC will also interface with the Phoenix Council on International Relations, linking global and local concerns and highlighting the impact of global issues on local community.

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

---

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

## Curriculum Vitae: Title VI NRC/FLAS Application, P.I.

**Juliane Schober**, PI, Director, Center for Asian Research, Professor of Religious Studies, Professor, T

2011- present      Director, Center for Asian Research and Professor of Religious Studies  
PI, ASU UG NRC/FLAS application, 2018-2022

**Rank:** Professor, tenured

**Date of Appointment:** Aug., 1991

**Education:** Ph.D., University of Illinois-Urbana Champaign, 1989

**Language proficiencies:** Burmese (4), German (5), French (3) Latin (3), Pali (1)

**Overseas experience:** Burma, Thailand, India,

Dissertations/theses advised (last 5 years): 5/6

**Percent time dedicated to Asia:** 100

**Research and teaching specialization:** Theravada Buddhism, Anthropology of Religion; Material Culture; Modernity, Politics and Religion; Colonial Studies; Conflict and Civil Society; Sacred Biography; Burma; Southeast Asia

### Recent Books:

- 2017              Theravada Buddhist Encounters with Modernity, Juliane Schober and Steven Collins, editors, Routledge.
- 2010              Modern Buddhist Conjunctures in Myanmar: Cultural Narratives, Colonial Legacies, and Civil Society, University of Hawai'i Press.
- 2008              Buddhist Manuscript Cultures: Knowledge, Ritual and Art, co-editor with Stephen Berkwitz and Claudia Brown, Oxon: Routledge, paperback edition 2011.
- 1997              Sacred Biography in the Buddhist Traditions of South and Southeast Asia, editor, University of Hawai'i Press, reprinted by Motilal Banarsidass in 2002

### Courses Taught:

REL 351 Buddhism (offered online), Religion in Southeast Asia (Rel 347), Modern Buddhism (Rel 352), Theravada Buddhism in South and Southeast Asia (Rel 357), Buddhism and the West (Rel 405), Buddhism, Politics and Modernity (Rel 591), Religion, Conflict, and Civil Society (Rel 591/691), Buddhism and Modernity (Rel 691), Themes in the Study of Buddhism (Rel 691), Religion and Postcolonialism (Rel 691), Theories in the Anthropology of Religion (Rel 691)

### Distinctions:

- 2018              Robert H. N. Ho Family Foundation Fellowship in Buddhist Studies (\$70,000)
- 2016-2018      Asia Mediated, Title VI UISFL award PI, faculty and curriculum development (\$186,000)
- 2014              ACLS/Robert H. N. Ho Family Visiting Professorship in Buddhist Studies, bringing Professor Steven Collins, University of Chicago, to ASU in S 2016, PI, (\$190,000)
- 2014-2015      Association for Asian Studies, Chair of Program Committee and member, Board of Directors
- 2013-            Theravada Studies Group, Founder and Chair
- 2011              Nominated for election to the office of Vice-President, Association for Asian Studies
- 2011-2017      The Theravāda Civilizations Project: Future Directions in the Study of Buddhism in Southeast Asia, PI, The Henry Luce Foundation, \$400,000, 2011-2017
- 1992 -           Burma Studies Foundation Trustee, elected
- 1991-1994      U.S. Department of Education, Title VI grant (\$360,000) for a National Resource Undergraduate Center for Southeast Asia at ASU, Fellowships and Center grants, PI
- 1994-1997      US. Department of Education, National Resource Center for Southeast Asia, Co-PI, (\$200,000/yr.)
- 1989 - 1992    National Endowment for the Humanities, faculty and curriculum development grant (\$100,000), Integrating the Humanities into Southeast Asian Undergraduate Education, PI.

## **ASU Asian Studies Faculty Profiles: 78**

### **Center Faculty Curriculum Vitae**

**Juliane Schober**, PI, Director, Center for Asian Research, Professor of Religious Studies, Professor, T

#### ***Humanities***

##### **School of International Letters and Cultures (20)**

Stephen Bokenkamp, Chinese, Regents' Professor, T  
Sookja Cho, Korean, Chinese, Assistant Professor, TT  
Joe Cutter, Chinese, Professor, T  
Kumiko Hirano Gahan, Japanese, Multi-Year Instructor, NTT  
William Hedberg, Japanese, Chinese, Assistant Professor, TT  
Thuy-Kim Le, Vietnamese, Senior Lecturer, NTT  
Jianling Liao, Chinese, Assistant Professor, TT  
Xiaoqiao Ling, Chinese, Assistant Professor, TT  
Chin Lwin, Burmese, Chinese, Instructor, NTT  
Kyun Young Oh, Chinese, Associate Professor, T  
Jiwon Shin, Korean, Assistant Professor, TT  
Tomoko Shimomura, Japanese, Senior Lecturer, NTT  
Peter Suwarno, Indonesian, Associate Professor, T  
Hoyt Cleveland Tillman, Chinese, Korean, Professor, T  
Joanne Tsao, Chinese, Multi-Year Lecturer, NTT  
Ebru Türker, Korean, Japanese, Assistant Professor, TT  
Stephen West, Mandarin Chinese, Foundation Professor, T  
Bradley Wilson, Japanese, Lecturer, NTT  
Elizabeth Wong, Japanese, Mandarin Chinese, Multi-Year Lecturer, NTT  
Xia Zhang, Mandarin Chinese, Principal Lecturer, NTT

##### **School of Historical Philosophical, and Religious Studies (13)**

###### ***Religious Studies (7)***

Huaiyu Chen, Religious Studies, Associate Professor, T  
Anne Feldhaus, Religious Studies, Distinguished Foundation Professor, T  
Chad Haines, Religious Studies Assistant Professor, TT  
Alexander Henn, Religious Studies, Professor, T  
Agnes Kafeli, Religious Studies, Senior Lecturer, NTT  
Mark Woodward, Religious Studies, Associate Professor, T  
Pori Park, Religious Studies, Associate Professor, T

###### ***History (6)***

Lauren McArthur Harris, History Education, Associate Professor, T  
Sina Machander, History, Assistant Clinical Professor, TT  
Aaron Stephen Moore, History, Associate Professor, T  
James Rush, History, Professor, T  
Yasmin Saikia, History, Professor, T  
Linh Vu, History, Assistant Professor, TT

##### **Department of English (3)**

Karen Adams, English, Professor, T  
Edward Mallot, English, Associate Professor, T  
Paul Kei Matsuda, English, Professor, T



## ***Social Sciences***

### **School of Human Evolution and Social Change (4)**

James Eder, Anthropology, Professor Emeritus, T  
Daniel Hruschka, Anthropology and Global Health, Associate Professor, T  
Hjorleifur Jonsson, Anthropology, Professor, T  
Cindi SturtzSreetharan, Anthropology, Associate Professor, TT

### **School of Social Transformation (4)**

Aggie Noah, Asian Pacific American Studies, Assistant Professor, TT  
Karen Kuo, Asian Pacific American Studies, Associate Professor, T  
Prasad Indulata, Anthropology, Assistant Professor, TT  
Wei Li, Asian Pacific American Studies, Professor, T

### **School of Politics and Global Studies (4)**

Daniel Rothenberg, Politics and Global Studies, Professor of Practice, T  
Sarah Shair-Rosenfield, Political Science, Assistant Professor, TT  
Sheldon Simon, Political Science, Professor, T  
Douglas Webster, Global Studies, Professor, T

### **Hugh Downs School of Communication (5)**

Pauline Hope Cheong, Communication, Professor, T  
Uttaran Dutta, Communication, Associate Professor, TT  
Heewon Kim, Communication, Assistant Professor, TT  
Kyounghee Hazel Kwon, Journalism and Mass Communication, Assistant Professor, TT  
YoungJu Shin, Communication, Assistant Professor, TT

### **Geography (5)**

Joochul Kim, Geographical Sciences and Urban Planning, Associate Professor, T  
Michael Kuby, Geographical Sciences and Urban Planning, Professor, T  
Sara Meerow, Geographical Sciences and Urban Planning, Assistant Professor, TT  
Soe Win Myint, Geographical Sciences and Urban Planning, Professor, T  
Netra Chhetri, Geographical Sciences and Urban Planning, Associate Professor, T

### **Sustainability (5)**

Rimjhim Aggarwal, Sustainability, Associate Professor, T  
Megha Budruk, Community Resources & Development, Associate Professor, T  
Deepak Chhabra, Community Resources & Development, Associate Professor, T  
Nalini Chhetri, Sustainability and Future of Innovation in Society, Clinical Associate Professor, T  
Britt Crow-Miller, Sustainability and Future of Innovation in Society, Assistant Professor, TT

### **Barrett, the Honors College (1)**

Nilanjana Battacharya, Honors, Honors Faculty Fellow, NTT

### **Life Sciences (1)**

Andrew Smith, Biology, Emeritus Professor, T

**Professional Schools**

**Walter Cronkite School of Journalism (1)**

Monica Chadha, Journalism, Assistant Professor, TT

**Herberger Institute of Design and the Arts (5)**

Prasad Boradkar, Industrial Design, Professor, T

Claudia Brown, Art, Professor, T

Julie Codell, Art, Professor, T

Mookesh Patel, Graphic Design, Associate Professor, T

Theodore Solis, Music, Professor, T

**W.P. Carey School of Business (2)**

Josef Brada, Business and Economy, Professor Emeritus, T

Manjira Datta, Economics, Associate Professor, T

**School of Public Affairs (1)**

Zhiyong Lan, Public Affairs, Professor, T

**Sandra Day O'Conner College of Law (1)**

Adam Chodorow, Law, Professor, T

**Library (2)**

Ralph Gabbard, Humanities Division, Liaison Librarian, T

Qian Liu, Library, Associate Liaison Librarian, T

## **Juliane Schober – Title VI NRC/FLAS Application, P.I.**

2011- present Director, Center for Asian Research and Professor of Religious Studies  
PI, ASU UG NRC/FLAS application, 2018-2022

**Rank:** Professor, tenured

**Date of Appointment:** Aug., 1991

**Education:** Ph.D., University of Illinois-Urbana Champaign, 1989

**Language proficiencies:** Burmese (4), German (5), French (3) Latin (3), Pali (1)

**Overseas experience:** Burma, Thailand, India,

Dissertations/theses advised (last 5 years): 5/6

**Percent time dedicated to Asia:** 100

**Research and teaching specialization:** Theravada Buddhism, Anthropology of Religion; Material Culture; Modernity, Politics and Religion; Colonial Studies; Conflict and Civil Society; Sacred Biography; Burma; Southeast Asia

### **Recent Books:**

- 2017 Theravada Buddhist Encounters with Modernity, Juliane Schober and Steven Collins, editors, Routledge.
- 2010 Modern Buddhist Conjunctures in Myanmar: Cultural Narratives, Colonial Legacies, and Civil Society, University of Hawai'i Press.
- 2008 Buddhist Manuscript Cultures: Knowledge, Ritual and Art, co-editor with Stephen Berkwitz and Claudia Brown, Oxon: Routledge, paperback edition 2011.
- 1997 Sacred Biography in the Buddhist Traditions of South and Southeast Asia, editor, University of Hawai'i Press, reprinted by Motilal Banarsidass in 2002

### **Courses Taught:**

REL 351 Buddhism (offered online), Religion in Southeast Asia (Rel 347), Modern Buddhism (Rel 352), Theravada Buddhism in South and Southeast Asia (Rel 357), Buddhism and the West (Rel 405), Buddhism, Politics and Modernity (Rel 591), Religion, Conflict, and Civil Society (Rel 591/691), Buddhism and Modernity (Rel 691), Themes in the Study of Buddhism (Rel 691), Religion and Postcolonialism (Rel 691), Theories in the Anthropology of Religion (Rel 691)

### **Distinctions:**

- 2018 Robert H. N. Ho Family Foundation Fellowship in Buddhist Studies (\$70,000)
- 2016-2018 Asia Mediated, Title VI UISFL award PI, faculty and curriculum development (\$186,000)
- 2014 ACLS/Robert H. N. Ho Family Visiting Professorship in Buddhist Studies, bringing Professor Steven Collins, University of Chicago, to ASU in S 2016, PI, (\$190,000)
- 2014-2015 Association for Asian Studies, Chair of Program Committee and member, Board of Directors
- 2013- Theravada Studies Group, Founder and Chair
- 2011 Nominated for election to the office of Vice-President, Association for Asian Studies
- 2011-2017 The Theravāda Civilizations Project: Future Directions in the Study of Buddhism in Southeast Asia, PI, The Henry Luce Foundation, \$400,000, 2011-2017
- 1992 - Burma Studies Foundation Trustee, elected
- 1991-1994 U.S. Department of Education, Title VI grant (\$360,000) for a National Resource Undergraduate Center for Southeast Asia at ASU, Fellowships and Center grants, PI
- 1994-1997 US. Department of Education, National Resource Center for Southeast Asia, Co-PI, (\$200,000/yr.)
- 1989 - 1992 National Endowment for the Humanities, faculty and curriculum development grant (\$100,000), Integrating the Humanities into Southeast Asian Undergraduate Education, PI.

**Humanities:**

***School of International Letters and Cultures (19)***

***Bokenkamp, Stephen***

*Regent's Professor*

***Rank: tenured***

**Department:** International Letters & Cultures

**No. dissertations/theses advised:** 7/2

**Year of Appointment:** 2013

**% Asia research/teaching/outreach:** 100

**Education:** Ph.D. University of California, Berkeley, 1986

**Language proficiencies:** Chinese (5)

**Research and teaching specialization:** Medieval Chinese Daoism with emphasis on literature and relation with Buddhism, Chinese and Religious Studies

**Courses Taught:** REL,CHI 338:The Daoist Bible: Daode jing, CHI430: Readings in Chinese Religions, REL,CHI 343 Daoism

**Distinctions:** Guggenheim Fellow 2015

**Recent Publications:**

道教研究論集 Daojiao yanjiu lunji [A Collection of Studies on Daoism]. Shanghai: Zhongxi shuju, 2015.

掙扎、曲解和屈從:《真誥》詩歌的英譯 [Struggle, Accommodation, Surrender: Translating the Zhen'gao in English], Chinese University of Hong Kong Press, forthcoming.

Stephen R. Bokenkamp. "The Early Lingbao Scriptures and the Origins of Chinese Monasticism," Cahiers d'Extrême-Asie (2012).

***Cho, Sookja***

*Assistant Professor*

***Rank: Tenure track***

**Department:** International Letters and Cultures

**No. dissertations/theses advised:**

**Year of Appointment:** 2013

**% Asia research/teaching/outreach:** 100

**Education:** PhD, Chinese and Korean Comparative Literature, Washington University in St Louis

PhD, Premodern Chinese Literature, Seoul National University

**Language Proficiencies:** Korean, Chinese

**Research and Teaching Specialization:** Korean, Chinese, Comparative Literature, Women and Gender Studies, Folklore Studies, Drama

**Courses Taught:** Korean Culture & Society (KOR 250), Women of Korea (KOR 350), Korean Literature in Translation (KOR 321)

**Distinctions:** Korea Foundation grant (2017)

**Recent Publications:**

The Tale of Cho Ung: A Classic of Vengeance, Loyalty, and Romance (Columbia University Press, 2018) Transforming Gender and Emotion: The Butterfly Lovers Story in China and Korea (University of Michigan Press, 2018) With critical introduction, "The Story of Ch'oe Ch'ök," in Premodern Korean Literary Prose: An Anthology, ed. Michael J. Pettid, Gregory N. Evon, and Chan E. Park, Columbia University Press, 132-161, 2018 "Gender Equality and the Practice of Virtue: A Comparison between the Images of Women in the Samguk sagi [History of the Three Kingdoms, Korea] and the Lienü zhuan [Biographies of Exemplary Women]." Studies on Asia: An Interdisciplinary Journal of Asian Studies V, no. 1 (2016): 17-49

**Cutter, Joe** Professor, Director, Confucius Institute **Rank:** tenured  
**Department:** International Letters and Cultures **No. dissertations/theses advised:** 10/ 5  
**Year of Appointment:** 2013 **% Asia research/teaching/outreach:** 100  
**Education:** PhD in Chinese, University of Washington, 1983 **Language Proficiencies:** Chinese  
**Research and Teaching Specialization:** Chinese, Early Medieval Chinese Literature  
**Courses Taught:** Current load is mostly Special Topics in Chinese Language; previous courses include Intro to Literary Chinese I (CHI 307), Advanced Classical Chinese (CHI 514)  
**Recent Publications:** ASU Language Flagship Linkages Project. INST OF INTERNATL EDUCATION(7/1/2015 - 9/29/2016).  
Wertheimer, Eric H R, Cutter, Robert Joe, Garrett, Pamela Schultz, Justice, George L, Lussier, Mark Stephen. Connected Academics: Preparing Doctoral Students of Language and Literature for a Variety of Careers. MODERN LANGUAGE ASSOCIATION(12/1/2014 - 8/31/2019).  
Cutter, Robert Joe ASU Chinese Language ROTC Flagship Program 2014-2015. INST OF INTERNATL EDUCATION(6/1/2014 - 5/31/2015).  
Cutter, Robert Joe Workshop on Transnational Perspective on Urban Culture and Literature in Late Choson Korea at Arizona State University. AAS(3/20/2014 - 5/20/2014).

**Gahan, Kumiko Hirano** Instructor **Rank:** Multi-year  
**Department:** International Letters & Cultures  
**Year of Appointment:** 2016 **% of Asia research/teaching/outreach:** 100  
**Education:** M.A., Aichi University of Education, 1992  
**Language Proficiencies:** Japanese (5)  
**Overseas Experience:** Japan  
**Research and teaching specialization:** Japanese Language and Culture  
**Courses Taught:** JPN101-102: First Year Japanese I and II, JPN201-202: Second Year Japanese I and II, JPN210: Intensive Japanese II, JPN301-302: Third Year Japanese I and II, JPN309-310: Japanese Oral Communication I and II, JPN414: Intro to Classical Japanese  
**Distinctions:**  
 1996-1999 Secretary/Treasurer, Arizona Association of Teachers of Japanese  
 2001-2004 Exhibit Committee Chair, Arizona Language Association  
 2005, 2006, 2009 Chair, Annual Arizona Japanese Speech Contest

**Hedberg, William** Assistant Professor **Rank:** tenure track  
**Department:** International Letters and Cultures **No. theses advised:** 1  
**Year of Appointment:** 2015 **% of Asia research/teaching/outreach:** 100%  
**Education:** Ph.D. Harvard University (East Asian Languages and Civilizations, 2012)  
**Language Proficiencies:** Japanese & Chinese  
**Overseas Experience:** Japan, Taiwan, People's Republic of China  
**Research and Teaching Specialization:** Premodern/Modern Japanese Literature and Culture, Sino-Japanese Cultural Relations, Theory and Practice of Translation  
**Courses Taught:** JPN414 (Classical Japanese), JPN415 (Advanced Classical Japanese), SLC421 (Japanese Literature in Translation), JPN485/585 (Literary Translation), JPN484 (Internship)  
**Distinctions:**  
 American Council of Learned Societies (ACLS) Fellowship Program, 2017-2018, Mellon Fellowship for Assistant Professors, School of Historical Studies at the Institute for Advanced Study, Princeton, NJ, 2017-2018, Social Science Research Council Transregional Research Junior Scholar Fellowship, 2017-

2018 Academic Year, Japan Foundation Institutional Project Support Program, 2017-2020 (Co-PI, Stephen Bokenkamp)

**Recent Publications:**

“Akutagawa Ryūnosuke’s Uncanny Travels in Republican-Era China” Japan Forum 29.2 (June 2017), pp. 236-256.

“Separating the Word and the Way: Suyama Nantō’s Chūgi Suikodenkai and Edo-Period Vernacular Philology” The Journal of Japanese Studies 41.2 (2015), pp. 343-367.

“Reclaiming the Margins: Seita Tansō’s Suikoden hihiyōkai and the Poetics of Cross- Cultural Influence” International Journal of Asian Studies, Vol. 12.2 (2015), pp. 193-215.

**Le, Thuy-Kim**

*Senior Lecturer*

*Rank: Not tenured, multi-year*

**Department:** International Letters & Cultures

**Year of Appointment:** 1991

**Education:** Master of Education, ASU, 1991

**% Asia research/teaching/outreach:**100

**Language Proficiencies:** Vietnamese (5)

**Overseas Experience:** Vietnam

**Research and Teaching Specialization:** Vietnamese

**Distinctions:** Arizona Language Association Outstanding Educator of the Year for Post-Secondary, Tuttle Language Award for the manuscript of *Let’s Speak Vietnamese*, Arizona Language Association Outstanding Educator of the Year for Post-Secondary

**Courses Taught:** Vietnamese (101, 201, 201, 202), Advanced Vietnamese & Literature I-II (VTN 321, 322)

**Recent Publications:** Lê Phạm Thúy-Kim. Workbook Manual to accompany Chúng ta nói. (2007).

Lê Phạm Thúy-Kim. Workbook Manual to accompany Let’s Speak Vietnamese. (2007).

Lê Phạm Thúy-Kim and Nguyen Bích Thuan. Let’s Speak Vietnamese. (2007).

**Liao, Jianling** *Assistant Professor, Director of Chinese Flagship Program*

**Rank:** tenure track

**Department:** International Letters & Cultures

**No. dissertations/theses advised:**

**Year of Appointment:** 2012

**% Asia research/teaching/outreach:**100

**Education:** Ph. D. in Second Language Acquisition, University of Iowa

M.A. in Instructional Design & Technology, University of Iowa

M.A. in Teaching Chinese as a Foreign Language, University of Iowa

M.A. in Chinese Linguistics, Wuhan University, China

B.A. in Chinese Language & Literature, Wuhan University, China

**Language Proficiencies:** Chinese

**Research and Teaching Specialization:** Chinese language

**Courses Taught:** Third Year Chinese; Fourth Year Chinese; Individualized Instruction

**Publications:**

Acquisition and assessment of L2 Chinese speaking. The Routledge Handbook of Chinese Second Language Acquisition. New York: Routledge. (expected publication date, spring 2018)

Cutter, Robert Joe, Liao, Jianling, Spring, Madeline. ASU Chinese Flagship Program 2012-2015. INST OF INTERNATL EDUCATION(7/1/2012 - 5/31/2016).

2013. Curriculum Design for International Chinese Language Teaching 国际汉语教学设计. Beijing: Higher Education.



**Ling, Xiaoqiao**

*Assistant Professor*

**Rank:** tenure track

**Department:** International Letters & Cultures

**No. dissertations/theses advised:**

**Year of Appointment:**

**% Asia research/teaching/outreach:** 100

**Education:** Ph.D., Harvard University

**Language Proficiencies:** Chinese

**Research and Teaching Specialization:** Chinese, Book History, Cultural Studies

**Courses Taught:** Chinese Literature (CHI 322), Readings Traditional Xiaoshuo (CHI 561), Introduction to Chinese Culture (CHI 120)

**Distinctions:** The Chiang Ching-kuo Foundation for International Scholarly Exchange Conference/Seminars/Workshops Grant in the American Region, The Henry Luce Foundation/ACLS Program in China Studies: Postdoctoral Fellowship, Institute for Humanities Research Fellowship, Arizona State University

**Recent Publications:** "History-Making and Remembrance in *Taohua shan* 桃花扇 (Peach Blossom Fan)." In *Books, Structure of Knowledge, and Cultural Transmission* 圖書、知識建構與文化傳播. Edited by Li Sher-shiueh 李爽學 and Hu Hsiao-chen 胡曉真, pp. 257–312. Taipei: Hanxue yanjiu zhongxin, 2015.

「夷虜淫毒之慘」—借《西廂記》閱讀《海陵佚史》 (Debauchery and Barbarity: Reading Retrieved History of Hailing against The Western Wing). *Tsing Hua Journal of Chinese Literature* 清華中文學報, 12 (December 2014): 153–200.

Co-authored with Guo Yingde 郭英德. "Fresh Faces for Those Full of Emotions: Zhu Suchen's *Qinlou yue*." *Journal of Chinese Literature and Culture*, 1:1–2 (November 2014): 65–89.

**Lwin, Chin**

*Faculty Associate for Burmese*

**Rank:** non-tenure track

**Department:** Southeast Asian Studies Summer Institute

*Instructor, summer 2018*

**Department:** Public Health, University of Arizona

*Graduate TA, S 2018*

**Department:** School of International Letters and Cultures, ASU *Faculty Associate, 2017-18*

**Education:** Master, Public Health (Health Services Administration), University of Arizona

B.S, B.S.H.S, Physiology, Molecular Cellular Biology, University of Arizona

**Language Proficiencies:** Burmese, English, German, Chinese

**Research and Teaching Specialization:** Burmese, Data Evaluation for EHR Implementation in a Large Healthcare Organization

**Courses Taught:** Intermediate Burmese (SLC 294), Healthcare Marketing (PHMP 458)

**Oh, Young Kyun**

*Associate Professor*

**Rank:** tenured

**Department:** International Letters & Cultures

**No. dissertations/theses advised:** 3

**Year of Appointment:** 2006

**% of Asia research/teaching/outreach:** 100

**Education:** Ph.D., Chinese (linguistics), University of Wisconsin-Madison, 2005

**Language Proficiencies:** Korean (Spoken and Written, Native), Mandarin (Spoken and Written, Advanced), Literary Chinese (Written, Advanced), Japanese (Adequate for academic reading only), French (Adequate for academic reading only)

**Overseas Experience:** Korea and China

**Research and teaching specialization:** Chinese linguistics, historical linguistics of Chinese and Korean, Sino-Korean cultural connection, East Asian book history

**Courses Taught:** The Chinese Language, History of Chinese, Introduction to Chinese Culture, Books and Print Culture in Premodern East Asia, Seminar in Chinese Linguistics, Seminar on Chinese Philological Texts

**Recent Publications:**

“Kyowasō ūi kŭrim kwa haengsil-to ūi ūimi” [Illustrations in books of moral transformation and the signification of illustrated guides to ethical behavior] (in Korean)

K’ogit’o [Cogito] 82 (2017): 103–134. “Rime Dictionaries.” Encyclopedia of Chinese Language and Linguistics. Rint Sybesma et al. (eds.) Vol. 3, pp. 600–608. Leiden: Brill, 2016.

“Tong asia chōnt’ong paekkwa sajōn kwa munhwajōk chagi chōngch’esōng” [Traditional encyclopedias of East Asia and cultural identity]. Tong-Asia munhwa wa yesul [East Asian Art and Culture] 11 (2014). Engraving Virtue: The Printing History of a Premodern Korean Moral Primer. Leiden: Brill, 2013.

**Shin, Jiwon**

*Assistant Professor*

**Rank:** tenure track

**Department:** International Letters & Cultures

**No. theses advised:** 5

**Year of Appointment:** 2014

**% of Asia research/teaching/outreach:** 100

**Education:** Ph.D., Harvard University, East Asian Languages & Civilizations, 2003

**Language Proficiencies:** Korean

**Overseas Experiences:** N/A

**Teaching and Research Specialization:** Early modern and modern Korean literature and culture, Media studies (manuscript culture, film, online popular culture), Urban culture (antiquarianism, literary coteries), Critical theory, Historiography of literature

**Courses Taught:** Korean Literature in Translation, Korean Film & Literature, Literary & Cultural Theory

**Shimomura, Tomoko**

*Senior Lecturer*

**Rank:** Non-tenure track

**Department:** International Letters & Cultures

**No. theses advised:** 3

**Year of Appointment:** 2002

**% of Asia research/teaching/outreach:** 100%

**Education:** M.A. in TESOL, Ohio State University, 1995, and M.A. in Japanese Language and Pedagogy, University of Oregon, 2005

**Language Proficiencies:** Japanese (5)

**Research and Teaching Specialization:** Second Language Writing; Japanese Pedagogy; and Japanese Second Language Acquisition

**Courses Taught:** JPN101-102: First Year Japanese I and II, JPN201-202: Second Year

Japanese I and II, JPN110-210: Intensive Japanese I and II, JPN311-312: Third Year Japanese

Conversation and Composition I and II, JPN311-312: Third Year Japanese Composition I and II,

JPN313-302/314: Third Year Japanese Reading I and I

**Suwarno, Peter**

*Associate Professor, Director of Undergraduate Studies*

**Rank:** tenured

**Department:** SILC,

**No. dissertations/theses advised:** 0

**Year of Appointment:** 1993

**% Asia research/teaching/outreach:** 100

**Language Proficiencies:** Indonesian (5)

**Overseas Experience:** Indonesia

**Teaching and Research Specialization:** Indonesian

**Courses Taught:** Indonesian (IDN 101, 102, 201, 202), Introduction to Linguistics (SLC 201)

**Distinctions:** Faculty with Administrative Appointment



**Recent Publications:** Suwarno, Peter. A Preliminary Logological Analysis of Indonesian Political and Religious Communication. Indonesian Journal of Social Science, Vol. 3 no 2: 11-19 (2011).  
Peter Suwarno. Enhancing Persuasion for Peaceful Religious Communication in Plural and Democratic Indonesia. Khazanah: Journal of Islamic Studies (2007).  
Peter Suwarno. Resolving Indonesian Religious Through Expanding Inter-Religious Communication: Issues and Challenges. Al Jamiah (2005).

**Tillman, Hoyt Cleveland**

*Professor*

**Rank:** Tenured

**Department:** International Letters & Cultures

**No. dissertations advised:** 2

**Year of Appointment:** 2013

**% of Asia research/teaching/outreach:** 100

**Education:** Ph.D., Harvard University, 1976, History & East Asian Languages

**Language Proficiencies:** Chinese & Korean

**Research and Teaching Specialization:** Confucian thinking during the Song, Jin and Yuan periods of Chinese history and its relevance to issues in modern and contemporary China

**Courses Taught:** Chinese Cultural History (I & II), Interpreting Chinese Classics, China

**Distinctions:** Alexander von Humboldt Foundation Research Prize (Humboldt-Forschungspreis), 2000-01., Peking University, Center for Studies of Ancient Chinese History, Beijing, Research Affiliate

**Recent Publications:**

"China's Particular Values and the Issue of Universal Significance: Contemporary Confucians amidst the Politics of Universal Values," *Philosophy East and West*, print scheduled for 68.4 (October, 2018), electronic version in May 2017.

2015 Wang Meng-ou xueshu jiangzuo yanjiangji (Scholarly Lectures at the 2015 Professor Wang Meng-ou Forum). Taipei: Chinese Department of National ChengChi University, 2016; 101 pages.

Tillman, Hoyt and Margaret Mih Tillman. "Modernizing Tradition or Restoring Antiquity as Confucian Alternatives: A View from Reading Wedding Rituals in Contemporary China." *Reconstituting Confucianism for the Contemporary World*. (2015).

Yin, Hui and Hoyt Tillman. "The Confucian Canon's Pivotal and Problematic Middle Era: Reflecting on the Northern Song Masters and Zhu Xi." *Dao: A Journal of Comparative Philosophy* (2015).

**Tsao, Joanne**

*Lecturer*

**Rank:** Non-tenure, multi-year contract

**Department:** International Letters and Cultures

**Year of Appointment:** 2016

**% of Asia research/teaching/outreach:** 100

**Education:** Ph.D., Arizona State University, East Asian Languages and Civilizations, 2016

**Language Proficiencies:** Chinese

**Overseas Experience:** China (5)

**Teaching and Research Specializations:** Poetry, cities, princesses and entertainers, materials and objects in pre-modern Chinese literature. Syntax and philology, Chinese literary language.

**Courses Taught:** Modern Chinese Literature (SILC + Flagship program), Pathways to Chinese History and Culture (SILC + Flagship program), Introduction to Classical Chinese I & II (SILC + Flagship program), Introduction to Chinese Culture in English, Introduction to Chinese Culture in Chinese, Third year Chinese Language, First year Chinese Language

**Recent Publications:**

"Examination on Issues of the Life and Thought of Sikong Tu" (Sikong Tu shengping yu sixiang yanjiu 司空圖生平與思想研究), co-author with Liu Qian. Forthcoming in the Journal of Society for Chinese Studies Librarians, Guangxi Normal University (March, 2018).

"The Creation of the Bronze Bird Terrace-scape in the Northern and Southern Dynasties Period."

**Türker, Ebru**

*Assistant Professor*

**Rank:** Tenure track

**Department:** International Letters & Cultures

**No. theses advised:** 2

**Year of Appointment:** 2012

**% of Asia research/teaching/outreach:** 100

**Education:** Ph.D, Korean, University of Hawai'i at Mānoa, 2005

**Language Proficiencies:** Korean (4), Turkish (5), Japanese (1)

**Overseas Experience:** South Korea

**Research and Teaching Specialization:** Korean, Second Language Acquisition and Theory, Applied Linguistics, Linguistics (Research Methodology & Qualitative Methods), Cognitive and Linguistic Development, Second language acquisition (with emphasis on cross-linguistic analysis), Longitudinal L2 acquisition, Cognitive Linguistics, Metaphorical language and thought (with emphasis on corpus research); Metaphor acquisition in L2 learning.

**Courses Taught:** Third-Year Korean (I & II), Introduction to Linguistics, Special topics: Intercultural communication in Korea

**Distinctions:**

2014 Nominated for the South Korean Government Presidential award "Hangul development Merit"

2012 Asian Studies Center, Course Development Grant, University of Pittsburgh

2011 Korean Studies Travel Grant, University of Pittsburgh

2011, 2010 Hewlett International Grant, University Center for International Studies, U. of Pittsburgh

2011, 2010, Asian Studies Center Research Grant, University of Pittsburgh.

**Recent Publications:**

Türker, E. (forthcoming) . The influence of L1 frequency in instructed second language learning of L2 idioms. *Journal of Second Language Studies*.

Türker, E. (2017). The acquisition and development of Korean adverbial particle -ey by L1 English learners of Korean. *Journal of Korean Language Education*, 28 (4), 337-366.

Türker, E. (2017). The interaction of affective factors in L2 acquisition of Korean formulaic language: A critical overview. *The Korean Language in America*, 21 (1), 120-145.

Türker, E. (2016). Idiom acquisition by second language learners: The influence of cross-linguistic similarity and context. *The Language Learning Journal* (currently available online).

**West, Stephen**

*Foundation Professor*

**Rank:** Tenured

**Department:** International Letters and Cultures

**No. theses advised:** 10

**Year of Appointment:** 2004

**% of Asia research/teaching/outreach:** 100

**Language Proficiencies:** Modern Mandarin Chinese (Read, Speak), Classical Chinese (Write), Japanese (Read), German (Read, fair speaking), French (Read), Spanish (Read)

**Overseas Experience:** Taiwan, People's Republic of China, Germany, Holland

**Research and Teaching Specializations:** Chinese, Place, Culture & Identity, Landscape Studies

**Courses Taught:** Chinese 394: The History and Culture of Traditional Chinese Cities, Chinese 413(307)–414(308): Introduction to Classical Chinese, Chinese 500: Research Methodology, Chinese 591: Seminar in Chinese Drama, Chinese 598: Advanced Literary Chinese, Chinese 691: Religious and Literary Conflict in Central Asia: Qiu Chuji and Yelü Chucai 2 , Chinese 691: Space and Memory in Song Cities , FLA 194: Individual, Authority, and Nature (School of Global Studies)

**Distinctions:** Director of Graduate Studies, East Asian Faculty, School of International Letters and Cultures, Arizona State University 2008–2013

**Recent Publications:** The Generals of the Yang Family: Four Ming Plays (with Wilt Idema) (Singapore: World Scientific Press, 2013), 295 pp.

The Orphan of Zhao and Other Yuan Plays (with Wilt Idema), (New York: Columbia University Press, 2014) xiv, 391 pp.

The Record of the Three Kingdoms in Plain Language. (With Wilt Idema). (Cambridge: Hackett Press, 2016), 257 pp.

**Wilson, Bradley**

*Lecturer*

**Rank:** non-tenure track

**Department:** International Letters & Cultures

**No. theses advised:** 2

**Year of Appointment:** 2016

**% of Asia research/teaching/outreach:** 100

**Language Proficiencies:** Japanese

**Overseas Experience:** Japan

**Research and Teaching Specializations:** Japanese Pedagogy; Japanese Second Language Acquisition, Japanese Popular Culture, Japanese Calligraphy, Digital Humanities

**Courses Taught:** JPN101-102: First Year Japanese I and II, JPN201-202: Second Year Japanese I and II, JPN301 Third Year Japanese I, JPN115: Japanese Popular Culture, JPN206: Japanese Calligraphy

**Distinctions:**

2014-2017 President, Arizona Association of Teachers of Japanese, Japanese Language Proficiency Test Level 1 (2003), Japanese Character Proficiency Test Level 4 (2004), College of Liberal Arts and Sciences Teaching Award, Nomination (2012, 2014), Cheng & Tsui Professional Development Award (2010), National Council of Japanese Language Teachers ACTFL Grant (2009)

**Recent Publications:**

Bradley J. Wilson. "The Shadow of World War II in Modern Japan: Community and the 'Victim's History.'" Asia Mediated. Arizona State University, Center for Asian Research, 2018.

Bradley J. Wilson, "Make Your Own JRPG: Utilizing Game Creation in Japanese Instruction."

American Council on the Teaching of Foreign Languages Conference, San Diego, CA, (11/21/15)

Bradley J. Wilson, "Promoting Narrative with Digital Storytelling." Computer Assisted Systems for Teaching & Learning Japanese (CASTEL/J), Honolulu, Hawaii (8/7/15-8/8/15)

**Wong, Elizabeth**

*Multi-Year Lecturer*

**Rank:** non-tenure track

**Department:** International Letters & Cultures

**No. theses advised:** 3

**Year of Appointment:** 1995

**% of Asia research/teaching/outreach:** 100

**Education:** BA in English and French, Hobart and William Smith Colleges

MA in Japanese Literature Washington University in St Louis

Further study toward Japanese Literature PhD at Stanford University

**Language Proficiencies:** Japanese, Mandarin Chinese

**Overseas Experience:** China, Japan

**Research and Teaching Specialization:** Japanese, Japan

**Courses Taught:** Japanese (JPN 101, 102, 201, 202, 301, 310)

**Publications:**

Translations from the Japanese of articles on Taiwanese Literature published in "Taiwan Literature: English Translation Series", Number 9, June 2001, ed. by Kuo-ch'ing Tu and Robert Backus, pp. 11-17.

Translations from the Japanese of articles on Taiwanese Literature published in "Taiwan Literature: English Translation Series", Number 2, December 1997, edited by Kuo-ch'ing Tu and Robert Backus, pp. 3-10, 67-72.

**Zhang, Xia** *Principal Lecturer* **Rank:** Non-tenure track  
**Department:** International Letters & Cultures **No. theses advised:** 3  
**Year of Appointment:** 2002 **% of Asia research/teaching/outreach:** 100  
**Education:** Ph.D., University of Alberta, Canada, Linguistics, 2002  
**Language Proficiencies:** Mandarin Chinese (5)  
**Overseas Experience:** China  
**Research and teaching specialization:** Second language acquisition, Chinese language pedagogy, Chinese linguistics  
**Distinctions:**  
 Recipient of the STARTALK grant awarded by the National Security Agency from 2009- 2018, \$ 1 mill.  
**Courses Taught:** CHI101 and CHI102, Fundamental Chinese, CHI201 and CHI202, Intermediate Chinese, CHI494/CHI598: Chinese syntax, CHI494: Introduction to the History of Chinese Language (taught in Chinese), CHI110: Intensive Chinese Language I, CHI210: Intensive Chinese Language II, CHI294: Intermediate Chinese Conversation, CHI380: Chinese Language (taught in Chinese), SLC 201: Introduction to Linguistics  
**Recent Publications:**  
 Xia Zhang. A comparative study of Chinese and English anaphor use in discourse. LACUS Forum XXX: Language, Thought and Reality (2004).

## **School of Historical, Philosophical, and Religious Studies (14)**

### **Religious Studies (8)**

**Chen, Huaiyu** *Associate Professor* **Rank:** Tenured  
**Department:** Historical, Philosophical, & Religious Studies **No. dissertations/theses advised:** 1  
**Year of Appointment:** 2008 **% of Asia research/teaching/outreach:** 100  
**Education:** Ph.D., Princeton University, 2005  
**Language proficiencies:** Chinese (5), Japanese (3),  
**Overseas experience:** China, Japan, Nepal,  
**Research and teaching specialization:** Buddhism, Chinese Religions, Religions on the Silk Road, Chinese Intellectual History  
**Courses Taught:** REL 351: Buddhism, REL 346: Chinese Religions, REL 394: Chinese Buddhism, REL 405: Religions on the Silk Road, REL 691: Chinese Religious Texts, REL 207: Ritual, Symbol, and Myth, REL 690: Reading and Conference, CHI 598: Special Topics, CHI 691: Seminar  
**Distinctions:**  
 Recipient of the Spalding Visiting Fellowship from Clare Hall at Cambridge University.  
**Recent Publications:**  
 “Honoring the Dead: The Buddhist Reinvention of Portrait Eulogies in Early Medieval China,” in: Mu-chou Poo and H. A. Drake eds., *Old Society, New Belief: Religious Transformation of China and Rome, ca. 1st-6th Centuries*, Oxford: Oxford University Press, 2017, pp. 91-105.  
 “The Benji jing and the Anle jing: Reflections on Two Daoist and Christian Manuscripts from Turfan and Dunhuang.” *Studies in Chinese Religions* Vol. 1, No. 3 (2015), pp. 209- 228.  
 Huaiyu Chen and Liu Zhen. Some reflections on an early Mahayana text Hastikak?yasutra. Bulletin of the School of Oriental and African Studies (2014).  
 Huaiyu Chen. East Asian Transformation of Monasticism. Blackwell Companion to East and Inner Asian Buddhism (2014).

**Feldhaus, Anne** *Distinguished Foundation Professor* **Rank:** Tenured  
**Department:** Historical, Philosophical, & Religious Studies **No. dissertations/theses advised:** 12  
**Year of Appointment:** 1981 **% of Asia research/teaching/outreach:** 100  
**Education:** Ph.D., University of Pennsylvania, 1976  
**Language proficiencies:** Marathi (4), Sanskrit (3)  
**Overseas experience:** India, China, Germany, France  
**Research and teaching specialization:** Hinduism, Marathi literature, religious geography of Maharashtra  
**Courses Taught:** REL 350 Hinduism, REL 200 Study of Religious Traditions, REL/SLC 194 and 294 Sanskrit, REL 494/598 Places and Meanings, REL 799: Dissertation, REL 499: Individualized Instruction, REL 100: Religions of the World, REL 405: Problems in Religious Studies  
**Distinctions:** 2018 President of the Association for Asian Studies  
 Recipient of Guggenheim Fellowship, Alexander von Humboldt Fellowship, Resident fellowship at the Woodrow Wilson International Center for Scholars, American Institute for Indian Studies Junior and Senior Fellowships, Chair of the South Asia Council  
**Recent Publications:**  
 Feldhaus, Anne Say to the Sun “Don’t Rise” and to the Moon “Don’t Set”: Two Oral Epics from the Countryside of Maharashtra (translated and with an extensive introduction by Anne Feldhaus, with R. Atkar and R. Zagade). New York: Oxford University Press, 2014. New Delhi: Primus Books, 2015.  
 Nadī āṇi Strīpratimā. Marathi translation of Water and Womanhood, translated by Vijaya Dev. Pune: Padmagandhā Prakāśan, 2014.

**Haines, Chad** *Associate Professor* **Rank:** Tenure track  
**Department:** Historical, Philosophical, & Religious Studies **No. theses advised:** 7  
**Year of Appointment:** 2010 **% of Asia research/teaching/outreach:** 60  
**Education:** Ph.D., University of Wisconsin, Madison, Social Anthropology, 2000  
**Language Proficiencies:** Urdu (3), Hindi (3), French (2), Arabic (1)  
**Overseas Experience:** Pakistan, India, Malaysia, China, Egypt, Mali, UAE, many others  
**Research and Teaching Specializations:** Pakistan, Islam, globalization, urban studies, consumption, nationalism, South Asia  
**Courses Taught:** Introduction to Islam, Islam in the Modern World, Globalization and Cultures of Consumption, Rituals, Symbols and Myths, Anthropology of Asia, Religions of the World, Cosmopolitanism and Global Ethics, The Arab Spring: Reimagining Islam, Shari’a, A Social History (served as moderator and assisted foreign faculty member in course development), Global Citizenship: Critical Perspectives, Religion and the City, Globalization and Cultures of Consumption  
**Distinctions:**  
 American Institute of Pakistan Studies Senior Fellow, Pakistan Higher Education Commission, Senior visiting scholar to Fatima Jinnah Women’s University, Pakistan, Fulbright Foundation senior research fellow (Pakistan), American Institute of Pakistan Studies, Doctoral Research Fellowship, American Institute of Pakistan Studies, Post-Doctoral Research Fellowship, Social Science Research Council, International Predissertation Fellowship, Wilcox Faculty Research Award, School of Historical, Philosophical, and Religious Studies  
**Recent Publications:**  
 Haines, Chad and Yasmin Saikia (eds), 2014 Women and Peace in the Islamic World: Gender, Agency, and Influence. London: I.B. Tauris, 2014).



Haines, Chad 2014 Dialogical Din and Everyday Acts of Peace: An Islamic Perspective, in Women and Peace in the Islamic World: Gender, Agency, and Influence. Yasmin Saikia and Chad Haines, (eds.) London: I.B. Tauris.

Haines, Chad 2013 Islam in Pakistan: A Review Essay, Contemporary Islam (online version). February.

***Henn, Alexander***

***Professor***

***Rank: tenured***

**Department:** Historical, Philosophical & Religious Studies **No. dissertations/theses advised:** 11/6

**Year of Appointment:** 2005

**% of Asia research/teaching/outreach:** 80

**Education:** Ph.D., Mainz University, Germany

**Language proficiencies:** Konkani (2), German

**Overseas experience:** Goa, India; Sudan

**Research and teaching specialization:** Religious Encounter, Ethnography, History of Religion, Anthropology of Religion, Postcolonialism, Ritual

**Courses Taught:** REL 592: Contemporary Theories of Religion, REL 694: Religion and Colonialism, REL 405: Religion in a Global Context, REL 405/598: Rituals of the World, REL 294: Introduction to South Asia, REL 394: Religions of India, SGS 103: Contemporary Global Trends, SGS 494: Governing the Global in India, REL 347: Religions of India, REL 502: Research Methods – Religious Study, REL 207: Ritual, Symbol, and Myth, REL 350: Hinduism, REL 101: Religion, Culture and Public Life

**Distinctions:**

Recipient of fellowships from Cluster of Excellency 'Europe and Asia in a Global Context', Heidelberg University, Germany, Dynamics in the History of Religion, Asia and Europe, Bochum University, Germany, German Academic Exchange Service (DAAD), University Grants Commission (UGC) India, German Research Council (DFG), Award of Mainz University, Germany

**Recent Publications:**

Henn, Alexander. Kristapurana. Translating the Name of God in Early Modern Goa, in: South Asian Academic Journal 2015/12, special issue edited by Jacop Copeman and Veena Das

Alexander Henn. Hindu-Catholic Encounters in Goa. Religion, Colonialism and Modernity. University of Indiana Press (2014).

***Kefeli, Agnes***

***Senior Lecturer***

***Rank: multi-year, non-tenure track***

**Department:** Historical, Philosophical & Religious Studies

**dissertations/theses advised:** 5/3

**Year of Appointment:** 2012

**% of Asian research/teaching/outreach:** 100

**Education:** Ph.D., Arizona State University, History, 2001

**Language proficiencies:** Russian (5) Volga Tatar (5) Crimean Tatar and Bashkir (3) Ottoman and Modern Turkish (3) Uzbek (2)

**Overseas experience:** Tatarstan (Russian Federation)

**Research and teaching specialization:** Islam in Turkey, Eurasia (Tatarstan), and Central Asia

**Courses Taught:** REL 100: World Religions, REL 365: Islamic Civilization, REL 364: Islam in Eurasia and Central Asia, REL 603: Teaching World Religions, HIST 100: Global History to 1500, REL 366: Islamic Civilization

**Distinctions:**

2012 Heldt Prize from the Association for Women in Slavic Studies and Berkshire Conference.

**Recent Publications:**

Kefeli, Agnes. 2015 "A Baptized Sufi on the Volga River: Sufi Networks among Eastern Orthodox Tatars in the Nineteenth Century." *Kriashenskoe Istoricheskoe Obozrenie* (Kryashen Historical Review), Kazan, vol. 1, 2015: 64-82.

Kefeli, Agnes. 2014 *Becoming Muslim in Imperial Russia: Conversion, Apostasy, and Literacy* (Cornell University Press, 2014), 312 pages. (Winner of the 2015 Reginald Zelnik Book Prize of the Association for Slavic, East European, and Eurasian Studies.)

Kefeli, Agnes. 2014 "Noah's Ark Landed in the Ural Mountains: Ethnic and Ecological Apocalypse in Tatarstan." *Russian Review* 73, no. 4 (October 2014): 596-612.

**Woodward, Mark**

**Associate Professor**

**Rank:** tenured

**Department:** Historical, Philosophical & Religious Studies **No. dissertations/theses advised:** 0

**Year of Appointment:** 1985

**% of Asia research/teaching/outreach:** 100%

**Education:** Ph.D., University of Illinois Urbana-Champaign, Anthropology

**Language Proficiencies:** Indonesian

**Overseas Experience:** Indonesia, Malaysia, Thailand, Singapore

**Research and Teaching Specializations:** Religion-State-Society Relations, Religion and Conflict in Southeast Asia with an emphasis on Islam in Indonesia

**Courses Taught:** REL 260 Introduction to Islam, REL 366 Islam in the Modern World, REL 379/ SGS 343: Religion, Nationalism and Ethnic Conflict, REL 207: Ritual, Symbol, and Myth, REL 100: Religions of the World, REL 107: Religion and Globalization

**Distinctions:**

Visiting Professor of Comparative Religion at Gadjah Mada University and Sunan Kalijaga State Islamic University in Indonesia, Visiting Associate Professor at the S. Rajaratnam School of International Studies, Nanyang Technical University, Singapore, 2008

**Recent Publications:**

An Achilles Heel for Saudi Wahhabis?. Comops (2014).

ISIL Influence is Fueling Sectarianism in Indonesia. COMOPS (2014).

On Hate Speech, Dehumanization. Demonization and Violence: The Indonesia Islamic defenders Front. Projek Dialog (2014).

Jerusalem in Java. Jerusalem: Conflict and Cooperation in a Contested City (2014).

**Park, Pori**

**Associate Professor**

**Rank:** tenured

**Department:** Historical, Philosophical & Rel. Studies **% of Asia Research/teaching/outreach:** 100

**Year of Appointment:** 2013

**Education:** Ph.D., Buddhist Studies, University of California, Los Angeles.

**Language Proficiencies:** Korean (5)

**Overseas Experience:** yes

**Research and Teaching Specializations:** East Asian Studies, Religious Studies

**Courses Taught:** Religions of the World (REL 100), Buddhism (REL 351), Religions of Korea (REL 354), Religious Traditions of Korea (REL 354), Asian Religious Traditions (REL 345), Modern Buddhism (REL 352)

**Recent Publications:**

Tracts on the Modern Reformation of Korean Buddhism (Translation and Introduction). Published by Publication Committee of the Collected Works of Modern Korean Buddhism, Jogye Order of Korean Buddhism. Dongguk University Press, 2016.

"Buddhism in Post-Colonial Korea: Fundamentalism, Politics, and Challenges," in the Wiley Blackwell Companion to East and Inner Asian Buddhism, edited by Mario Poceski, 466-484. John Wiley & Sons, Ltd, 2014.

“Devotionalism Reclaimed: Re-mapping of Sacred Geography in Contemporary Korean Buddhism.”  
Journal of Korean Religions 3/2(October 2012), 153-171.

## **History (6)**

**Harris, Lauren McArthur**

**Associate Professor**

**Rank: Tenured**

**Department:** History Education

**No. dissertations/theses advised:** 1/1

**Year of Appointment:** 2011

**% of Asia research/teaching/outreach:** 33

**Education:** Ph.D., University of Michigan, Educational Studies, 2003

**Research and teaching specialization:** History Education, World History

**Courses Taught:** HST 114 World Social Studies, HST 481 Methods of Teaching History – Community Resources, SED 494 Methods of Teaching History – Community Resources, HST 480 Methods of Teaching History – Classroom Resources

**Distinctions:** Lincoln Center for Applied Ethics Faculty Fellow (2016-2017)

**Recent Publications:**

Six degrees of the Mongol Empire: Using thought experiments to prepare world history teachers. *The History Teacher*, 50(3). 2017: 381-401.

Teaching, learning, and researching genocide comparatively. *World History Connected*, 14(2). Harris et al., 2017.

"[My] family has gone through that": How high school students determine the trustworthiness of historical documents. *Journal of Social Studies Research*, 40(2), Harris at al., 2015, 109-121.

Exploring teachers' use of resources to integrate geography and history. *Journal of Geography*, 114(4), 158-167. Harris, L. M., Wirz, J. P., Hinde, E. R., Libbee, M. (2015).

Making connections for themselves and their students: Examining teachers' organization of world history. *Theory and Research in Social Education*, 42(3), 336-374, 2014.

**Machander, Sina**

**Assistant Clinical Professor**

**% of Asia research/teaching/outreach:** 100

**Department:** Historical, Philosophical, & Religious Studies

**Year of Appointment:** 2014

**Education:** Ph.D., History, SOAS

**Language Proficiencies:** Indonesian

**Overseas Experience:** Indonesia

**Research and teaching specialization:** History, Historical and Cultural Representations, Indonesian,

**Courses Taught:** Studies in Asian history (HST 303), Methods of Historical Inquiry (HST 495), Historical Methods (HST 640), Modern Southeast Asia (HST 391), Global History (HST 643), Introductions to Southeast Asia (POS/HST/SHS/REL 240)

**Moore, Aaron Stephen**

**Associate Professor**

**Rank: Tenured**

**Department:** Historical, Philosophical & Religious Studies,

**No. dissertations/theses advised:** 3

**Year of Appointment:** 2008

**% of Asia research/teaching/outreach:** 100

**Education:** PhD, Cornell University, History, 2006

**Language proficiencies:** Japanese (4), Korean (2)

**Overseas experience:** Japan, South Korea



**Research and teaching specialization:** History of Science and Technology, history of Japanese imperialism, development studies, intellectual history

**Courses Taught:** HST 388 Modern Japan, HST 111 Intro to Asia, HST303 Technology, Culture and Society in Modern Japan, HST494 WWII in Asia: Cultures of War, HST 107 Asian Civilizations, HST 303: Studies in Asian History, HST 302: Studies in History

**Distinctions:**

“Distinguished Contribution to Electrotechnical History” Commendation from the Society for the History of Technology, 2015., Editorial Board, East Asia Science, Technology and Society, 2015 to present, Asiatic Research Institute Fellowship for Northeast Asian Studies, Korea University, Summer 2013., Japan Foundation Institutional Project Support Program, 2011-2014 (Sybil Thornton, Anthony Chambers, John Creamer, Aaron Moore)., Terasaki Postdoctoral Fellowship in Japanese Studies, UCLA, 2008-2009., Florence Tan Moeson Fellowship, Asia Division Friends Society, Library of Congress, 2008.

**Recent Publications:**

John Di Moia, Hiromi Mizuno, Aaron S. Moore, eds. *Engineering Asia: Technology, Colonial Development, and the Cold War Order* (New York and London: Bloomsbury Press; forthcoming, 2018).

“Networks of Post-Colonial Development in Cold War Asia: Japan’s First Wartime Reparations Project in Burma” in John Di Moia, Hiromi Mizuno, Aaron S. Moore, eds. *Engineering Asia: Technology, Colonial Development, and the Cold War Order* (New York and London: Bloomsbury Press; forthcoming, 2018).

“The Logic of Committee and *Doyōbi*: Nakai Masakazu’s Theory of Political Praxis” in Max Ward, Viren Murthy, and Fabian Schaefer eds., *Confronting Capital and Empire: Rethinking Kyoto School Philosophy* (Leiden: Brill, 2017), 288-325.

**Rush, James**

**Professor**

**Rank: Tenured**

**Department:** Historical, Philosophical & Religious Studies      **No. dissertations/theses advised:** 9/3

**Year of Appointment:** 1994      **% of Asia research/teaching/outreach:** 100

**Education:** PhD, Yale University, South Asia History, 1977

**Language proficiencies:** English, Indonesian, Dutch (2)

**Overseas experience:** Indonesia, Philippines, Malaysia, Southeast Asia, India, Bangladesh, Sri Lanka, China, Japan, Korea

**Research and teaching specialization:** Southeast Asian and Asian history and society; Indonesia; Islam; colonialism; civil society and NGO activism; biography, including Ramon Magsaysay Award Foundation biography project 1987-2008.

**Courses taught:** HST/REL/ASB/POS/GCU/SGS 240 Introduction to Southeast Asia, HST/REL 111 Introduction to Asia, HST 391 Modern Southeast Asia, HST 496 South, Southeast, and East Asia in the Global Matrix, HST 498 War in Vietnam, HST 591 Comparative Colonialism; and various graduate-level tutorials.

**Distinctions:**

Fulbright Senior Research Scholar 2004-2005., *Institutional Grants ASU (external)*: US Department of Education, National Resource Center for Southeast Asia Studies, Principal Investigator, various awards 1995-2000, 113 Magsaysay Awardees, 1987-2008

**Recent publications:**

Hamka’s Great Story: a Master Writer’s Vision of Islam for Modern Indonesia. University of Wisconsin Press, 2016.

Southeast Asia: A Very Short Introduction. Forthcoming, Oxford University Press, 2017.

“Sukarno,” in Ramachandra Guha, ed., *Makers of Modern Asia* (Harvard University Press, 2014).

*Candu Tempo Doeloe: Pemerintah, Pengedar, dan Pecandu (1860-1910)*. Jakarta: Komunitas Bambu, 2013. Second Indonesian edition of *Opium to Java*.

**Saikia, Yasmin** Professor, Chair in Peace Studies **Rank: tenured**  
**Department:** History & Peace Studies **No. theses advised: 3**  
**Year of Appointment:** 2010 **% of Asia research/teaching/outreach: 50**  
**Education:** PhD., University of Wisconsin-Madison, History, 1999  
**Language proficiencies:** Assamese (5), Urdu (4.5) Hindi (4), Bengali (4), Thai (3)  
**Overseas Experience:** South Asia: India, Pakistan, Bangladesh, Nepal, West Asia or Middle East: Dubai, Iraq, Saudi Arabia, Turkey, Egypt, Syria  
**Research and teaching specialization:** South Asia, Muslim identity and history, gender and violence, memory, children's history of the present.  
**Courses taught:**  
HST 499: Individualized Instruction, HST 303: Studies in Asian History, HST 302: Studies in History, HST 392: Modern South Asia, HST 495: Methods of Historical Enquiry  
**Distinctions:**  
Hardt-Nickachos Chair in Peace Studies & Professor of History, Center for the Study of Religion and Conflict, 2010, Oral History Association Biennial Book Award, 'Women, War, and the Making of Bangladesh: Remembering 1971,' 2013, Scholar in Residence, University of Malaya, Kuala Lumpur, Malaysia, Summer 2011, Summer Scholar, Palestine American Research Council, Washington DC, 2010, Senior Research Fellowship, Pakistan, Fulbright Foundation, Washington, DC, January-June 2009  
**Recent Publications:**  
*Northeast India: A Place of Relations* (co-edited with Amit Baishya) (New Delhi and Cambridge: Cambridge University Press, 2017).  
*The Indian Muslim: Reading Sir Syed Ahmad Khan in the Twenty-First Century* (co-edited with Raisur Rahman) (New Delhi and Cambridge: Cambridge University Press, expected submission Spring 2017).  
*People's Peace: A Humanistic Approach* (tentative title) (expected submission Spring 2017).  
*Pakistan Reader* (Yasmin Saikia, Chad Haines, and Ali Raza, commissioned by Duke University Press, expected submission Fall 2017).

**Vu, Linh** Assistant Professor **Rank: Tenure track**  
**Depart.:** Historical, Philosophical & Religious Studies **% of Asia research/teaching/outreach: 100%**  
**Year of Appointment:** 2017  
**Education:** Ph.D., University of California at Berkeley, 2017  
**Language Proficiencies:** Vietnamese (native speaker), Mandarin Chinese (advanced proficiency), Classical Chinese (advanced proficiency), Japanese (advanced reading proficiency), French (advanced reading proficiency)  
**Overseas Experience:** Taiwan, Italy  
**Research and Teaching specializations:** Chinese, History, Violence  
**Courses Taught:** HST303, Studies in Asian History  
**Distinctions:** Chiang Ching-kuo Foundation Grant, 2017 F. Hilary Conroy Award, Association for Asian Studies, 2017 Council Annual Meeting Travel Grant, American Historical Association, 2017 U.S. Fulbright Student Research Grant, 2014-2015 China and Inner Asia Council Small Grant, Association for Asian Studies, 2014-2015 Taiwan National Central Library's Center for Chinese Studies Scholarly Research Grant, 2014  
**Recent Publications:**

“Mobilizing the Dead in Wartime Chongqing,” *Journal of Modern Chinese History* (forthcoming).  
 “Loyal Sacrifice Shrines in Republican China,” in Frank Jacob and Kenneth Pearl, eds., *Remember the Dead, Remind the Survivors, Warn the Descendants: War Memorials from a Global Perspective*.  
 Wurzburg: Konigshausen & Neumann (forthcoming).  
 “Review of Forgotten Ally: China’s World War II, 1937-1945 by Rana Mitter,” *Hanxue yanjiu tongxun* 33, no. 4 (2014): 31-32 (in Chinese).

### **Department of English (3)**

**Adams, Karen**

*Professor*

**Rank: tenured**

**Department:** English

**No. dissertations/theses advised:** 19/7

**Year of Appointment:** 1989

**Education:** Ph.D. Linguistics, University of Michigan, Ann Arbor. % Asia

**research/teaching/outreach:** 25

**Language Proficiencies:** N/A

**Research and Teaching Specialization:** sociolinguistics, pragmatics, and discourse analysis

**Courses Taught:** American English, Advanced Studies Sociolinguistics, Disciplinary Discourses, Pragmatics/Discourse Analysis, English in its Social Setting,

**Distinctions:**

CSW (Commission on the Status of Women). Outstanding Achievement and Contribution Award. Nomination. 2015.

Founder’s Day Faculty Achievement Award in Service, February 24, 2011. ASU Alumni Association., Award of Merit. The American Association for State and Local History (AASLH). For Proud Journey Home Exhibit, Tempe Historical Museum, (Funded by AHC Grant), September 2006., Best Adaptation to Stated Theme Award. Museum Association of Arizona. For Proud Journey Home Exhibit. (Funded by AHC Grant.) 2006., Diversity Award, Community Group/Organization Award, City of Tempe, Tempe Human Relations Commission. Southeast Asian Advisory Committee to the Tempe Historical Museum. January 16, 2006. (Proud Journey Home Exhibit funded by AHC Grant), Founder’s Day Faculty Achievement Award in Research, April 8, 2004. ASU Alumni Association

**Recent Publications:**

Multidisciplinary Perspectives on Lao Studies. 2010. Southeast Asia Council, Center for Asian Research, Arizona State University. (Karen L. Adams (80%) and Thomas John Hudak (20%), Eds.) (429 pp.) (Reviewed in *Journal of Asian Studies*, *Journal of Southeast Asian Studies*, CUP)

**Mallot, Edward**

Associate Professor

Rank: tenure

**Department:** English

**% Asia research/teaching/outreach:** 25

**Year of Appointment:** 2013

**Language proficiencies:** N/A

**Overseas Experience:** N/A

**Research and Teaching Specializations:** Postwar British Literature, Postcolonial Studies, Gender and Sexuality, Contemporary Global/Anglophone Literature, Contemporary South Asian Literatures in English

**Courses Taught:** 20<sup>th</sup> Century British/Irish Literature (ENG 342), Interdisciplinary Culture Studies (ENG 604), Survey of English Literature (ENG 222)

**Matsuda, Paul Kei** Professor, Director of Second Language Writing **Rank:** tenured  
**Department:** English **No dissertations/ theses advised:** 15  
**Year of Appointment:** 2011 **% Asia research/teaching/outreach:** 50  
**Language Proficiencies:** English, Japanese, Reading Knowledge of Chinese  
**Overseas Experience:** Zhengzhou, China; Nanjing, China; Bangkok, Thailand; Tokyo, Japan; Manila, Philippines; Changchun, China  
**Research and Teaching Specializations:** Second Language Writing, Writing Programs Administration, Intercultural Rhetoric, Rhetoric and Composition, Applied Linguistics, TESOL, Scholarly Professional Writing  
**Courses Taught:** APL 790: Qualitative Research Methods, ENG 414: Analyzing Writing (Studies in Linguistic), ENG 520: Second Language Acquisition Theories, ENG 521: Methods of TESOL, ENG 594: Practicum in Teaching Multilingual Composition, ENG/LIN 591: Teaching Second Language Writing (Seminar), ENG 625: Historicizing Second Language Writing, ENG 625: Second Language Writing Program Administration, ENG/LIN 656: Studies in Cross-Cultural Discourse, LIN 592: Research, LIN 500: Research Methods, LIN 590: Reading and Conference, LIN 620: Issues in Second Language Writing (Advanced Studies in SLA), LIN 620: Practicing Theory in Second Language Writing, LIN 620: EAP Writing: Theory, Research and Pedagogy, LIN 790: Reading and Conference, LIN 792: Research  
**Recent Publications:**  
Matsuda, Paul Kei, Sarah Elizabeth Snyder and Katherine Daily O'Meara, ed. *Professionalizing Second Language Writing*. Anderson, SC: Parlor Press, 2017.  
Manchón, Rosa, and Paul Kei Matsuda. *Handbook of Second and Foreign Language Writing*. Berlin: De Gruyter, 2016.  
Matsuda, Paul Kei. "Some Thoughts on the Production Oriented Approach." *Chinese Journal of Applied Linguistics* 40.4 (2017): 468–469.  
Atkinson, Dwight, Deborah Crusan, Paul Kei Matsuda, Christina Ortmeier-Hooper, Todd Ruecker, Steve Simpson and Christine Tardy. "Clarifying the Relationship between L2 Writing and Translingual Writing: An Open Letter to Writing Studies Editors and Organization Leaders." *College English* 77.4 (2015): 383–386.

## **Social Sciences**

### **School of Human Evolution and Social Change (3)**

**Eder, James** Professor Emeritus **Status:** Tenured  
**Department:** School of Human Evolution & Social Change **Dissertations/theses advised:** 3  
**Date of Appointment:** 1974 **% of Asia Teaching/Research/Outreach:** 100  
**Education:** Ph.D., University of California, Santa Barbara, 1974  
**Language proficiencies:** Tagalog (4), Cuyonon (4)  
**Overseas experience:** Philippines  
**Research and teaching specialization:** Peoples and Cultures of Southeast Asia; Natural Resource Management; Rural Livelihoods; Sustainable Development; Ethnic Identity.  
**Courses Taught:** ASB 102: Intro to Cultural and Social Anthropology, ASB 325: Peoples of Southeast Asia, SOS 322: International Development and Sustainability, ASB 541: Anthropology of Development, ASB 590/790: Reading and Conference

**Distinctions:**

Recipient of Ford Foundation and Fulbright-Hays fellowships, Recipient of grant from National Science Foundation and Wenner-Gren Foundation, Recipient of ASU Alumni Association Faculty Achievement Teaching Award.

**Recent Publications:**

James F Eder and Oscar Evangelista. Palawan and its Global Connections. (2014).

James F Eder. Tree crops, fallow management, and agricultural settlement in the Cuyonon system of shifting cultivation. A Growing Forest of Voices: Lessons in Fallow Management from Indigenous Peoples (2014).

Eder, James. 2012 "The Role of Gender in the Reduction of Fishing Effort in the Coastal Philippines", in Gender and Sustainability, (Maria Cruz-Torres and Pamela McElwee, eds), Tucson: University of Arizona Press. pp. 187-206.

**Hruschka, Daniel**

*Associate Professor & Associate Director*

**Status:** Tenured

**Department:** School of Human Evolution and Social Change **No. of dissertations/theses advised:** 5

**Year of Appointment:** 2009

**% of Asia/teaching/research/outreach:** 25

**Education:** Ph.D., Emory University, Anthropology, 2006

**Language proficiencies:** Bengali (1)

**Overseas experience:** Bangladesh, Mongolia

**Research and teaching specialization:** Global health, culture change, culture and behavior, cooperation, mathematical modeling, social networks.

**Courses Taught:** ASB 100: Introduction to global health, ASB 462/SSH404: Culture and Health: Introduction to Medical Anthropology, ASB 505/SSH 505, Biocultural Theories of Health, ASB 462: Medical Anthropology: Culture and Health, ASB 395: Topics in Comparative Culture, ASB 510: Health: Social Biocultural Theory

**Distinctions:**

Benjamin Meaker Visiting Professor, Institute for Advance Study, University of Bristol, 2014, Centennial Professor Award, Associated Students of ASU, 2012-2013, National Institutes of Health (13054157), The Role of Friendship Networks on BMI and Behaviors among College Freshmen. 2013-2017. (M Bruening, PI, with multiple co-Is, DJ Hruschka, co-I, \$1,250K)., National Science Foundation, Cultural Anthropology Program. BCS-1150813. CAREER: Social Closeness, Helping and Neglect: Examining the Roots of Favoritism in Rural Bangladesh, 2012-2017 (DJ Hruschka, PI, \$505K). Jointly funded by Soc. Psychology

**Recent Publications:**

Hackman J, Munira S, Jesmin K, Hruschka DJ (2017). Revisiting psychological mechanisms in the anthropology of altruism. Human Nature.

Hruschka DJ, Hadley C (2016). How much do universal anthropometric standards bias the global monitoring of obesity and undernutrition? Obesity Reviews. 17 (11), 1030-1039.

Hruschka DJ, Hagaman A\* (2015). The physiological costs of reproduction among rich and poor in 65 countries. American Journal of Human Biology. 27: 5, 654-659.

Kohrt B, Hruschka DJ, Kohrt H, Carrion V, Waldman I, Worthman C. Child Abuse, Disruptive Behavior Disorders, Depression, and Salivary Cortisol Levels among Institutionalized and Community-Residing Boys in Mongolia. Asia-Pacific Psychiatry.



**Jonsson, Hjorleifur**

Professor

**Rank:** Tenured

**Department:** School of Human Evolution & Social Change **No. of dissertations/theses advised:** 12

**Year of Appointment:** 2017 **% time Asia teaching/research/outreach:** 25

**Education:** Ph.D., Cornell University, Anthropology, 1996

**Language proficiencies:** Thai (4), Mien (4)

**Overseas experience:** Thailand, Cambodia, Vietnam, Japan, Singapore

**Research and teaching specialization:** Ethnographic representation, identity, state-minority relations, sports, history, Southeast Asia, Iu Mien, the anthropology of anthropology

**Courses Taught:** ASB252 Anth Sports, ASB325 Peoples of SEAsia; ASB412 Hist Anthropology; ASB591 Identity, Nations, and Globalization

**Distinctions:**

Visiting Research Fellow, Center for Southeast Asian Studies, Kyoto University, Japan (August 2004 to February 2005)

**Recent Publications:**

2018 States. In International Encyclopedia of Anthropology, Hilary Callan, general ed., vol. 9: Anthropology of Law, Power, and Identity, ed. Carol J. Greenhouse. Malden, MA: Wiley-Blackwell (in press).

2017 Stexit? Southeast Asian pluralism, statelessness and exclusive identities. *Anthropology Today* 33, 6:3-6.

2016 (Le Jiem Tsan, Richard D. Cushman, and Hjorleifur Jonsson) Highland Chiefs and Regional Networks in Mainland Southeast Asia: Mien Perspectives. *Southeast Asian Studies* 5, 3: 515-51.

2014 Slow Anthropology: Negotiating Difference with the Iu Mien. Ithaca, NY: Cornell Southeast Asia Program Publications.

**SturtzSreetharan, Cindi**

Associate Professor

**Rank:** Tenure track

**Department:** SHESC

**No. dissertations/theses advised:** 4/1

**Year of Appointment:** 2015

**% Asia research/teaching/outreach:** 100

**Education:** Ph.D., Anthropology, University of California, Davis

**Language Proficiencies:** Japanese

**Research and Teaching Specialization:** Anthropology, Japan, East Asian Studies, Sociolinguistics (Pragmatic & Discourse Analysis, Narrative Analysis, Research Methodology)

**Courses Taught:** ASB 380: Language, Culture, and Gender; ASB 452: Community Partnerships in Global Health

**Distinctions:** Anonymous reviewer for Oxford University Press, Routledge; Anonymous reviewer for *Journal of Sociolinguistics*, *Pragmatics*, *Language in Society*, *American Ethnologist*, *Japanese Studies*, *Appetite*

**Recent Publications:**

Language and Masculinity: The role of Osaka dialect in contemporary ideals of fatherhood. *Gender & language* 11(4): 552-574.

Academy of Devotion: Performing status, hierarchy, and masculinity on reality TV, *Gender & Language* 11(2): 176-203.

Weight, Gender, and Depression in South Korea. With AA Brewis and SY Han. *American Journal of Human Biology* DOI:10.1002/ajhb.22972

Resignifying the Japanese father: Mediatization, commodification, and dialect. *Language & Communication*. 53: 45—58. DOI: 10.1016/j.langcom.2016.09.003

### *School of Social Transformation (4)*

**Noah, Aggie**

*Assistant Professor*

**Rank:** tenure track

**Department:** Asian Pacific American Studies

**No. dissertations/theses advised:** 2/3

**Year of Appointment:** 2016

**% of Asia research/teaching/outreach:** 50

**Education:** Ph.D. (Sociology and Demography), Pennsylvania State University

**Language proficiencies:** Korean (native); English (native)

**Overseas experience:** Korea and Korean America

Research and teaching specialization: Immigrant Well-being and Families, Social Determinants of Health, Asia and Asian America Demography, Quantitative Methodology, Spatial Analysis, Public Policy

Courses Taught: APA360 Asian Pacific American Experience, Asian American Immigrant Health, JUS/APA 347 Immigration, Education & Family, JUS 302 Statistical Analysis for Justice Studies

**Distinctions:** Diversity Scholar, National Center for Institutional Diversity, University of Michigan, ASU Institute for Humanities Research Fellows

**Recent Publications:**

Choi, Seung-won, Aggie J. Noah, and Tse-Chuan Yang (forthcoming). "Family policies and working women's fertility intentions in South Korea." *Asian Population Studies*.

Noah, Aggie J., Francesco Acciai and Glenn Firebaugh (2016). "Understanding the contribution of suicide on life expectancy in South Korea." *Demographic Research* 35(22): 617-644.

Kim, Hyun Woo† and Aggie J. Noah\* (2016). "Individual and contextual determinants of ethnic exclusionism attitudes towards immigrants: A case of South Korea." *Korean Journal of Sociology* 50(6): 31-49.

Acciai, Francesco\*, Aggie J. Noah\*, and Glenn Firebaugh (2015). "Pinpointing the sources of the Asian mortality advantage in the United States." *Journal of Epidemiology and Community Health* 69(10): 1006-1011. [PMC4567918]

**Kuo, Karen**

*Associate Professor, Faculty Head*

**Rank:** tenured

**Department:** Asian Pacific American Studies

**No. dissertations/theses advised:**

Year of Appointment:

**% of Asia research/teaching/outreach:** 50

**Education:**

**Language proficiencies:**

**Overseas experience:**

**Research and teaching specialization:** Asian American film and literature, film theory and film studies, twentieth-century American literature, Cultural studies.

**Courses Taught:** APA345 Asian Pacific Americans in Film, APA310 Asian Pacific American Arts & Culture, APA330, WST331 Asian Pacific American Genders, JUS,APA,TCL 210, AFR212 Intro to Ethnic Studies in US, APA200 Intro to Asian Pacific American Studies, APA315 Asian Pacific American Literature, CDE,AFR,SOC,APA 350, TCL360, JUS365 Inequality & Diversity in Education

**Recent Publications:**

Karen Kuo. *East is West and West is East: Gender, Culture, and Interwar Encounters between Asia and America*. (2013).

Karen Kuo. "The Shanghai Gesture: Melodrama and Modern Women in the East/West Romance". *Quarterly Review of Film and Video* (2012).

Karen Kuo. "The Meaning of "Festival" in Arizona: Asian and Pacific Islander Festivals and Community Identity". The State of Asian Americans and Pacific Islanders in Arizona (Office of Public Affairs at Arizona State University) (2008).

**Indulata Prasad** *Assistant Professor* **Rank:** Tenure Track  
**Department:** School of Social Transformation. **No. dissertations/theses advised:** 0  
**Year of Appointment:** 2017 **% Asia Research/Teaching/Outreach:** 50%  
**Education:** Ph.D., Anthropology, University of Texas at Austin  
**Language proficiencies:** Hindi (5), Bengali (5), Gujarati (3)  
**Overseas experience:** India  
**Research and teaching specialization:** Social Movements, Gender, Sexuality, Dalit Studies, Feminist Ethnography, Social mapping, Neoliberalism, South Asia  
**Courses Taught:** Women, gender, and Society (Spring 2018)  
**Distinctions:** A. T. Steele faculty travel grant  
**Recent Publications:** under preparation "Mapping transformations in power: Rise in Dalit assertions following the Bodhgaya land movement of the late 1970s"

**Li, Wei** *Professor* **Rank:** Tenured  
**Department:** School of Social Transformation **No. dissertations/theses advised:** 16  
**Year of Appointment:** 2001 **% Asia Research/Teaching/Outreach:** 50  
**Education:** Ph.D., University of Southern California, Geography  
**Language proficiencies:** Mandarin Chinese (5)  
**Overseas experience:** Beijing, India, Frequent Asian fieldwork  
**Research and teaching specialization:** Return migration to China; Chinese diaspora  
**Courses Taught:** APA 360: Chinese American Experience, APA 450 Asian Pacific American Contemporary Issues  
**Distinctions:**  
 2013 Distinguished Ethnic Geography CAREER Award, Ethnic Geography Specialty Group, Association of American Geographers (AAG), 2013 Wye Fellow, Faculty Seminar on Citizenship in the American and Global Polity, The Aspen Institute, 2012 Distinguished Scholar Award, Ethnic Geography Specialty Group (AAG)  
**Recent Publications:**  
 "Economic Mobilities of Highly-Skilled China-Born Migrants in Canada and the United States" (Lucia Lo, Shaolu Yu, and Wei Li) in Lloyd Wong ed. Trans-Pacific Mobilities: The Chinese and Canada Vancouver UBC Press pp.138-166.  
 "Enclaves, Ethnoburbs, and New Patterns of Settlement among Asian Immigrants" (Wei Li, Emily Skop, and Wan Yu) pp.193-211 in Min Zhou and Anthony Christian Ocampo eds. Contemporary Asian America: A multi-disciplinary reader 3rd Edition. New York: New York University Press  
 Li, Wei, 2012 Ethnoburb: the New Ethnic Community in Urban America. Honolulu: University of Hawaii Press.



***School of Politics & Global Studies (4)***

**Rothenberg, Daniel** *Professor of Practice, Executive Director* **Status:** Tenured  
**Department:** *Politics and Global Studies* **No. dissertations/theses advised:** 0  
**Year of Appointment:** 2012 **% of Asia research/teaching/outreach:** 25  
**Research and Teaching Specialization** International human rights, transitional justice, rule of law reform, state terror, genocide, governance indicators, impact of social violence  
**Overseas experience:** Afghanistan, Burma, Philippines, and Thailand  
**Courses Taught** International Human Rights Law, Transitional Justice, Transnational Law Practice, Colloquium in Transnational Law, Facing Atrocity: Democracy, Human Rights and Transitional Justice, Violence and Social Order, American Socio-legal Theory, Future of War, Understanding Conflict & War  
**Distinctions:**  
 Prepared over 95 grant proposals and concept papers, raising over \$15.5 million between 2004 and 2013 through grants from government agencies and private foundations with research grants and fellowships from: Institute for Social Science Research; United States Institute of Peace; Gilder Lehrman Center for the Study of Slavery, Yale University; Rackham Interdisciplinary Institute, University of Michigan; and Fulbright scholar.  
**Selected Publications:**  
 Bergen, Peter and Daniel Rothenberg, Eds. *Drone Wars: The Transformation of Armed Conflict and the Promise of Law*. New York: Cambridge University Press.  
 Daniel Rothenberg, Executive Ed. 2008 *The Chicago Principles on Post-Conflict Justice*, Chicago International Human Rights Law Institute.  
 Daniel Rothenberg, Editor and Project Director. 2007 *Testimonies*. Chicago: International Human Rights Law Institute.

**Shair-Rosenfield, Sarah** *Assistant Professor* **Status:** Tenure Track  
**Department:** Political Science **No. of dissertations supervised:** 2  
**Year of Appointment:** 2013 **% of Asia Teaching/Research/Outreach:** 40  
**Education:** Ph.D., University of North Carolina at Chapel Hill, Political Science, 2012  
**Language proficiencies:** Indonesian (4) French (4) Spanish (3)  
**Overseas experience:** Indonesia, Singapore, Thailand, Malaysia, Vietnam  
**Research and teaching specialization:** Comparative Politics, Political Parties and Electoral Systems, Democratization, Southeast Asian Politics, Chinese Politics, Latin American Politics, Decentralization & Federalism, Women & Politics  
**Courses Taught:** POS452: China, POS358: Southeast Asia, POS394: China in Transition, POS590/790: Reading and Conference, POS350/550: Comparative Politics, POS351: Democratization, POS452: China  
**Distinctions:**  
 Southeast Asia Research Group Fellow, NSEP Boren Fellow, Recipient of grants from the American Institute for Indonesian Studies and the European Research Council.  
**Recent Publications:**  
 "Governing Well After War: How Improving Female Representation Prolongs Post-Conflict Peace" (2017) *Journal of Politics*, with Reed M. Wood  
 "The Causes and Effects of the Local Government Code in the Philippines: Locked in a Status Quo of Weakly-decentralized Authority?" (2016) *Journal of Southeast Asian Economies* 33(2): 157-171.  
Measuring Regional Authority: A Postfunctionalist Theory of Multilevel Governance Volume I (2016),

with Liesbet Hooghe, Gary Marks, Arjan H. Schakel, Sandra Chapman Osterkatz and Sara Niedzwiecki. Oxford University Press.

**Simon, Sheldon**

*Professor*

**Status:** Tenured

**Department:** Political Sciences

**No. of dissertations/theses advised:** 20

**Year Appointment:** 1975

**% of Asia Teaching/Research/Outreach:** 50

**Education:** Ph.D., University of Minnesota, 1964

**Overseas experience:** Multiple times through Asia

**Research and teaching specialization:** Asian International Politics, US National Security

**Courses Taught:** POS 468, Comparative Asian Foreign Policies; POS 563, Asian Security, POS590/790: Reading and Conference; POS 364: National Security, Intelligence, Terrorism

**Distinctions:**

Service on six editorial boards.

**Recent Publications:**

Sheldon W Simon. US-Southeast Asian Relations: High Level Attention". COMPARATIVE CONNECTIONS (2013).

Sheldon W. Simon. "The ASEAN Regional Forum: Beyond the 'Talk Shop'". NBR Analysis Brief (2013).

Sheldon W. Simon. "US-Southeast Asian Relations: Military Commitments and Human Rights Concerns". COMPARATIVE CONNECTIONS (2013).

Sheldon W. Simon. "US-Southeast Asian Relations: Philippines--Exemplar of the Rebalance". COMPARATIVE CONNECTIONS (2013).

**Webster, Douglas**

*Professor*

**Status:** Tenured

**Department:** Global Studies

**No. of Dissertations/Theses Advised:** 11

**Year of Appointment:** 2005

**% of Asia Teaching/Research/Outreach:** 100

**Education:** Ph.D, University of California- Berkeley

**Language proficiencies:** English, Spanish, Indonesian, Malaysian, Thai

**Overseas experience:** Thailand, China, Indonesia, Cambodia, Vietnam, Laos, Malaysia, Singapore, India, Bangladesh, Pakistan, Bhutan, Nepal, Sri Lanka

**Research and Teaching Specializations:** Urban Land Efficiency in Asia, Sustainable Urban Development in Asia, Metropolitan Planning in Asia, City Building in Asia, Urban Competitiveness / Development Strategies in Asia, Regional Development Policies: Asia

**Courses Taught:** SGS 310 Global Urban Systems, SGS 311 Urbanization in China, PUP 548 Planning for Sustainable Communities, PUP 515 International Urban Planning, PUP 561 Urban Design Workshop, PUP 436 City Structure and Planning, GCU 432 Geography of China, PUP 571 Socio-economic Impact Analysis

**Distinctions:**

Chinese Academy of Science Visiting Professor Award (2011-2012), National University of Singapore Visiting Professor Award (2012), International Fellowship Board, Lincoln Institute of Land Policy (2011-2012), Selected as "Global Leader Phoenix 2008", *Arizona Business Journal* 2008, Research Fellowships, Grants: Ford Foundation, Lincoln Institute of Land Policy, World Bank, Rockefeller Foundation, etc.

**Recent Publications:**

Webster, Douglas; Gulbrandson, Andrew. Urban Development in the Greater Mekong Subregion: The Role of Cities in Promoting GMS Sustainability and Competitiveness. (2014).

Webster, Douglas 2014 “The New Face of Peri-Urbanization in East Asia”, *Journal of Urban Affairs*.  
Webster, Douglas, Maneepong, Chiasakul, R, and Wittayarungruangsi, S. 2013 Assessing NHA’s Low-Income Housing Delivery Role in the Greater Bangkok Region, *Asia Pacific Housing Journal*, April – June.

## **Hugh Downs School of Communication (5)**

***Cheong, Pauline Hope***

*Professor*

**Rank:** Tenured

**Department:** Communications

**No. dissertations/theses advised:** 9

**Date of Appointment:** 2008

**% Asia research/teaching/outreach:** 50

**Education:** Ph.D., University of Southern California, Communications, 2004

**Language proficiencies:** Chinese (5), Taiwanese/Hokkien (1), Cantonese (1)

**Overseas experience:** Singapore, Mainland China, Malaysia, South Korea, Hong Kong, Taiwan, Thailand.

**Research and teaching specialization:** Communication Technologies and Culture; Religion and Media; Globalization and Transnationalism.

**Courses Taught:** COM 263: Elements of Intercultural Communication, COM 394: Communication, Culture, New Media Technologies, COM 691: Communication Technology and Culture: Identity, Community and Politics, COM 492: Honors Directed Study, COM 792: Seminar Assistant

### **Distinctions:**

Recipient of fellowships awarded by the Social Science Research Council, New York, and the Economic and Social Research Council, United Kingdom. , Recipient of multiple grants from federal agencies and foundations, including the Office of Naval Research, USA, the AT & T Foundation, USA, the Danish Business Academy and Danish Ministry of Innovation and Higher Education, the Social Science and Humanities Research Council, Canada and the National University of Singapore

### **Recent Publications:**

Cheong, P.H. (in press). The vitality of new media and religion: Communicative perspectives, practices and authority in spiritual organization. *New Media & Society*.

Cheong, P.H. & Yang, A. (in press). Chinese non-governmental organizations, media, and culture: communication perspectives, practices, and provocations. *Chinese Journal of Communication*.

Cheong, P.H., Shuter, R. & Jittaporn, T. (2016). Managing student digital distractions and hyperconnectivity: Communication strategies and challenges for professorial authority. *Communication Education*, 65 (3), 272-289.

***Dutta, Uttaran***

*Associate Professor*

**Rank:** Tenure Track

**Department:** Communications

**No. dissertations/theses advised:** 0

**Year of Appointment:** 2013

**% Asia research/teaching/outreach:** 80

**Education:** Ph.D., Purdue University, 2013

**Language proficiencies:** Bengali (5), Hindi (5), Oriya (2), Assamese (2), Nepali (2), Bhojpuri (2), Sanskrit (2)

**Overseas experience:** India, Indo-Bangladesh Border, Indo-Bhutan Border

**Research and teaching specialization:** Intercultural Communication, Participatory Sustainable Development Communication, Action Research and Health Communication, Visual Communication, Indigenous Knowledge and Epistemologies, Interaction Design for the Underserved.

**Courses Taught:** COM 263: Elements of Intercultural Communication, COM 495: Visual Persuasion, COM 435: Communication and Emerging Technologies, COM 315: Speech Communications for

Technical Information, COM 217: Writing and Presenting for the Sciences, COM 114: Fundamentals of Speech Communication.

**Distinctions:**

Recipient of Alan H. Monroe Graduate Scholar Award , Purdue Student Soybean and Corn Product Innovation Advisor Award , Purdue Research Foundation Fellowship.

**Recent Publications:**

Dutta, U. 2015. Questioning dominant development practices. The Journal of International Communication 21(2):169-188. DOI: 10.1080/13216597.2015.1052534.

Dutta, U. and S. Das. 2015. The digital divide at the margins: Co-designing information solutions to address the needs of indigenous populations of rural India. Communication Design Quarterly Review 4(1):36-48. DOI: 10.1145/2875501.2875504.

Dutta, M. J. & Dutta, U. 2013 Voices of the Poor from the Margins of Bengal: Structural Inequities and Health. Qualitative Health Research, 23(1), 14-25

**Kim, Heewon**

*Assistant Professor*

**Rank:** Tenure Track

**Department:** Communication

**No. dissertations advised:** 3

**Year of Appointment:** 2016

**% of Asia research/teaching/outreach:** 20%

**Education:** Ph.D. - Communication, Rutgers University

**Language Proficiencies:** Korean (5)

**Overseas Experience:** Korea

**Research and Teaching Specialization:** Organizational Communication: Knowledge Sharing, Diversity and Social Status in Global Organizing, Collaborative Technology Use, Social Network Impacts on Organizational Behavior and Outcomes Health Communication: Technology-enabled Social Support Exchange, Health Intervention, Social Network Impacts on Behavior Change and Health Outcomes

**Courses taught:** Small Group Communication (230), Survey in Organizational Communication (691), Introduction to Organizational Communication (250)

**Distinctions:** Top Paper Award. Organizational Communication Interest Group, Western States Communication Association, 2018, Health in the Social Sciences Award. College of Liberal Arts and Sciences, Arizona State University, 2017, CGSA Outstanding Faculty Service Award, Communication Graduate Student Association, The Hugh Downs School of Human Communication, Arizona State University, 2016 – 2017., Top 4 Paper Award. Organizational Communication Interest Group, Western States Communication Association, 2017., Selected to participate in the Social & Behavioral Sciences NIH-CDC Faculty Grant Writing Workshop, with a discretionary fund of \$1,000. College of Liberal Arts & Sciences, Arizona State University, 2016 – 2017.

**Recent Publications:**

Kim, H. (2017). Differential impacts of functional, geographical, and hierarchical diversity on knowledge sharing in the midst of organizational change. Management Communication Quarterly. doi: 10.1177/0893318917728340

Kim, H., Ray, C.\*, & Veluscek, A.\* (2017). Complementary support from facilitators and peers for promoting mHealth engagement and weight loss. Journal of Health Communication, 22(11), 905-912. doi:10.1080/10810730.2017.1373876

Kim, H., Faw, M., & Michaelides, A. (2017). Mobile but connected: Harnessing the power of self efficacy and group support for weight loss success through mHealth intervention. Journal of Health Communication, 22(5), 395-402. doi:10.1080/10810730.2017.1296510

***Kwon, Kyounghee Hazel***

*Assistant Professor*

**Rank:** Tenure Track

**Department:** Journalism and Mass Communication

**No. dissertations advised:** 0

**Year of Appointment:** 2012

**% of Asia research/teaching/outreach:** 50

**Education:** Ph.D, State University of New York at Buffalo, Buffalo, NY Communication

**Language Proficiencies:** Korean (5)

**Overseas Experience:** South Korea

**Research and Teaching Specialization:** Social Media and Technologies: Online Community, Anti-Sociality in Cyber Space, Social Influence in Online Networks, Collective Sense-making during Social and Political Crisis/Disaster, Social Data Analytics

**Courses Taught:** Audience Research and Behavior, New Media, Communication and Advocacy Social Context, Social Media Networks

**Distinctions:** has received Herbert S. Dordick Dissertation Award from the International Communication Association (ICA), Kappa Tau Alpha Research Award from National Honor Society in Journalism and Mass Communication, Jung-Sook Lee Award from the Association for Journalism and Mass Communication (AEJMC), and Top Four Paper Award from National Communication Association (NCA).

**Recent Publications:**

Kwon, K. H., Chadha, M., & Pellizzaro, K. (2017). Proximity and terrorism news in social media: A construal-level theoretical approach to audience framing of terrorism in Twitter. *Mass Communication and Society*. Online before print DOI: 10.1080/15205436.2017.1369545 (SSCI, 5-year Impact Factor: 1.543).

Kwon, K. H. & Rao, H. R. (2017). Cyber-rumor sharing under a homeland security threat in the context of government Internet surveillance: The case of South-North Korean conflict. *Government Information Quarterly*, 34, 307-316. DOI: 10.1016/j.giq.2017.04.002 (SSCI, 5-year Impact Factor: 5.111)

Kwon, K. H., Bang, C., Egnoto, M., & Rao, H. R. (2016). Social media rumors as improvised public opinions: Semantic network analyses of Twitter discourses during Korean saber rattling 2013. *Asian Journal of Communication*, 26(3), 201-222 (SSCI, Impact Factor: 0.377) [Selected as "one of the Asian Journal of Communication's top ten downloaded articles in the year of 2016"]

***Shin, YoungJu***

*Assistant Professor*

**Rank:** Tenure Track

**Department:** Human Communication

**No. dissertations advised:** 0

**Year of Appointment:** 2016

**% of Asia research/teaching/outreach:** 20

**Education:** Ph.D. Health Communication, Department of Communication Arts & Sciences, The Pennsylvania State University, 2012

**Language Proficiencies:** Korean (5)

**Overseas Experience:** South Korea

**Research and Teaching Specialization:** Health Communication, Youth Substance Use Prevention Intervention, Family Communication, Immigrant Families and Intercultural Communication, Research Methodology

**Courses Taught:** Intercultural Communication in Global Context, Multivariable Statistical Analysis Data Communication, Elements of Intercultural Communication;

**Distinctions:** Early Career Poster Session and Social Hour Travel Award (2012). American Psychological Association, National Institute on Alcohol Abuse (NIDA), National Institute on Alcohol Abuse and Alcoholism (NIAAA) (\$750). , Honorable Mention Award for Student Poster Presentation (2012). Society for Prevention Research.



SPR/ECPN Scholarship Travel Award (2012). National Institute of Health (NIH) (\$365)., Barnett Program Fund for Public Health Travel Award for American Public Health Association conference (2011). Department of Communication Arts and Sciences, The Pennsylvania State University (\$1,500).

**Recent Publications:**

Shin, Y., Miller-Day, M., Hecht, M. L., & Krieger, J. L. (2017). Entertainment education videos as a persuasive tool for school-based substance use prevention intervention, keepin' it REAL. Health Communication. 1-11. doi:10.1080/10410236.2017.1321163

Shin, Y., & Miller-Day, M. (2017). A longitudinal study of parental anti-substance-use socialization for early adolescents' substance use behaviors. Communication Monographs. 1-21. doi: 10.1080/03637751.2017.1300821

Pettigrew, J., Miller-Day, M., Shin, Y., Krieger, J. L., Hecht, M. L., & Graham, J. W. (2017). Parental messages about substances in early adolescence: Extending a model of drug talk styles. Health Communication. 1-10. doi: 10.1080/15267431.2016.1251921

Pettigrew, J., Shin, Y., Stein, J. B., & Raalte, L. J. (2017). Family communication and adolescent alcohol use in Nicaragua, Central America: A test of primary socialization theory. Journal of Family Communication, 17, 33-48. doi: 10.1080/15267431.2016.1251921

**Geography (5)**

**Kim, Joochul**

*Associate Professor*

**Rank:** Tenured

**Department:** Geographical Science & Urban Planning

**No. of dissertations advised:** 1

**Year of Appointment:** 1985

**% time Asia teaching/research/outreach:** 20

**Education:** Ph.D., University of Michigan, Urban and Regional Planning

**Language Proficiencies:** Korean (5)

**Overseas Experience:** Seoul, Korea,

**Research and Teaching Specializations:** Community planning, economic development planning, housing and international planning

**Courses Taught:** PUP 200 Cities in Cinema, PUP 301 Introduction to Urban Planning, PUP 434 Urban Land Economics, PUP 520 Plan Practice, Ethics and Process, PUP 644 Public Sector Planning, PUP 710 Planning Theory

**Distinctions:**

Journal of the World Technopolis Review, Editorial Member (2011 - present)

Barrett Honors College, Reviewer for Fulbright Teaching Scholarship (2010 - present)

Ad Hoc Bylaws Committee, Member (2009 - present)

President Barack Obama Scholarship Program, Menro (2009 - present)

World Technopolis Association-UNESCO, Project Steering Committee Member (2005 - present)

**Recent Publications:**

Kim, Joochul, Seongsil Kwon, and Deog-Seong Ohpp. 2012, "Measurement of Urban Competitiveness Based on Innovation Indicators in Six Metropolitan Cities in Korea.". Journal of the World Technopolis Review 177-85.

**Kuby, Michael**

*Professor, Senior Sustainability Scientist*

**Rank:** tenured

**Department:** Geographical Sciences & Urban Planning

**No. dissertations/theses advised:** 8

**Date of Appointment:** Aug., 1988

**% Asia research/teaching/outreach:** 50

**Education:** Ph.D., Boston University, Geography, 1988

**Language proficiencies:** Mandarin Chinese (5)

**Overseas experience:** China

**Research and teaching specialization:** Sustainable energy and transport systems; Alternative-fuel station infrastructure; Energy; Transportation; Sustainability; and Economic Geography

**Courses Taught:** GCU 102 Introduction to Human Geography, GCU 350 Geography Of World Crises (Regular and Honors), GCU 432 Geography of China, GCU 442 Geographical Analysis of Transportation, GCU 542 Geographical Analysis Transportation

**Distinctions:**

Director, Interdisciplinary Graduate Certificate Program in Transportation Systems

Featured Faculty Nominee, Division of Student Affairs, Arizona State University, 2005–2006 Finalist (Hon. Mention), 23rd Annual Franz Edelman Award for Management Science Achievement, “China Coal Transport Study: Investment Strategies for China's Coal and Electricity Delivery System,” College on the Practice of Management Science, The Institute for Management Science (TIMS), April, 1994 (lead author of 16)

Citation Award (for best Applied Geography project), “China Coal Transport Study,” Applied Geography Specialty Group, Association of American Geographers, 1993.

**Recent Publications:**

Kuby, Michael, John Harner, and Patricia Gober. 2013 Human Geography in Action, 6th edition. New York: John Wiley & Sons.

Kuby, Michael, John Harner, and Patricia Gober. 2010 Human Geography in Action, 5th edition. New York: John Wiley & Sons.

**Meerow, Sara** Assistant Professor, Senior Sustainability Scientist **Status:** Tenure track  
**Department:** School of Geographical Sciences & Urban Planning **No. dissertations/theses advised:** 2/1  
**Year of Appointment:** 2017 **% of Asia research/teaching/outreach:** 15%

**Education:** Ph.D., School of Natural Resources & Environment (SNRE), University of Michigan, Graduate Certificate in Spatial Analysis, Graduate Teacher Certificate

**Language proficiencies:** Advanced Dutch, Beginner Spanish

**Overseas experience:** Master's degree from Dutch University, spent 2.5 years living in the Netherlands, Spent 3 months in Bangkok, Thailand conducting fieldwork for M.S., Spent several months conducting fieldwork in Manila, Philippines over the course of 3 years for my Ph.D. research.

**Research and teaching specialization:** Urban resilience, Climate change adaptation, Green infrastructure planning, Urban climate change governance, Urban infrastructure planning

**Courses Taught:** SOS111, PUP190: Sustainable Cities, PUP548 Planning for Sustainable Communities

**Distinctions:** 2017 Proquest Distinguished Dissertation Award

**Recent Publications:**

Meerow, Sara and Carrie L. Mitchell. 2017. “Weathering the storm: The politics of urban climate change adaptation planning.” *Environment and Planning A*. 49(11): 2619-2627.

Meerow, Sara. 2017. “Double exposure, infrastructure planning, and urban climate change resilience in coastal megacities: A case study of Manila.” *Environment and Planning A*. 49(11): 2649-2672

Meerow, Sara and Joshua P. Newell. 2017. “Spatial planning for multifunctional green infrastructure: Growing resilience in Detroit.” *Landscape and Urban Planning*. 159: 62-75

Meerow, Sara and Joshua P. Newell. 2016. “Urban resilience for whom, what, when, where, and why?” *Urban Geography*. DOI:10.1080/02723638.2016.1206395.

**Myint, Soe Win**

*Professor*

**Rank:** Tenured

**Department:** Geographical Sciences & Urban Planning

**No. dissertations/theses advised:** 6

**Year of Appointment:** 2005

**% Asia teaching/research/outreach:** 20

**Education:** Ph.D., Louisiana State University, Geography

**Language proficiencies:** Burmese (Myanmar) (5)

**Overseas experience:** Thailand, Cambodia, Vietnam, India, Bangladesh, Malaysia, Indonesia, Uzbekistan, China

**Research and teaching specialization:** Land Cover Land Use Change, Land Change Simulation, Urban Heat Island, Water Use, Drought

**Courses Taught:** GPH 372 Air photo interpretation, GPH 370 Geographic Information Technologies, GPH 569 Digital Analysis of Remotely Sensed Data, GPH 598 Advanced Digital Analysis of Remotely Sensed Data

**Distinctions:**

Asian Institute of Technology Alumni Association - Distinguished Alumni Award (2007) for Academic and Research Excellence, Best Paper Award for Early Career Scholars in Remote Sensing, Remote Sensing Specialty Group – Association of American Geographers (2007), Recipient of grants from NSF, NASA, and NOAA.

**Recent Publications:**

Fan, C., S.W. Myint, S. Rey, and W. Li, 2017. Time series evaluation of landscape dynamics using annual Landsat imagery and spatial statistical modeling: Evidence from the Phoenix metropolitan region, *International Journal of Applied Earth Observation and Geoinformation* (accepted).

Myint, S.W., C. Wang, and A. Ishtiaque, 2017. A space-time analysis approach to tackle some emerging environmental issues, the 18th Annual World Bank Conference on Land and Poverty: Responsible Land Governance—Towards an Evidence-Based Approach, March 20-24, 2017, Washington, DC, p59.

Song, J., Z. Wang, S.W. Myint, and C. Wang, 2017. The hysteresis effect on surface-air temperature relationship and its implications to urban planning: An examination in Phoenix, Arizona, USA, *Landscape and Urban Planning*, 167(2017): 198-211.

Fan, C., S. W. Myint, S. Kaplan, A. Middel, B. Zheng, A. Raham, H. Huang, A. Brazel, and D. G. Blumberg, 2017. Understanding the Impact of Urbanization on Surface Urban Heat Islands – A Longitudinal Analysis of the Oasis Effect in Subtropical Desert Cities, *Remote Sensing*, 2017, 9, 672; doi:10.3390/rs9070672.

**Chhetri, Netra**

*Associate Professor*

**Status:** tenured

**Department:** Geographical Sciences & Urban Planning, Consortium for Science, Policy & Outcomes

**No. dissertations/theses advised:** 0

**Year of Appointment:** 2010

**% of Asia Research/Teaching/Outreach:** 50

**Education:** PhD, Geography, Pennsylvania State University, 2007

**Language proficiencies:** Nepali (5)

**Overseas experience:** Nepal

**Research and teaching specialization:** human-environment interaction, climate change, global knowledge production systems, comparative knowledge production systems, science-policy interactions, water resource management, land use and land cover, environmental humanities, humanism

**Courses Taught:** Global Change (GPH 314), Development Policy & Practices (GTD 51)

**Recent Publications:** Challinor, A J, J. Watson, D. Lobell, M. Howden, D. Smith N. Chhetri. A meta-analysis of crop yield under climate change and adaptation. *Nature Climate Change* (2014).

Amaru, S. and N. Chhetri. Climate adaptation: Institutional response to environmental constraints, and the need



for increased flexibility, participation, and integration of approaches. *Applied Geography* (2013).  
 Chhetri, N., M. Subedi, S. Ghimire. Niche-based responses in addressing the climatic constraints to farm production: Analogues to climate-change adaptation in Nepal. *Climate and Development* (2013).  
 Chhetri, N., P. Chaudhary, P.R. Tiwari and R. B. Yadaw. Institutional and technological innovation: Understanding agricultural adaptation to climate change in Nepal. *Applied Geography* (2012).  
 Chhetri, N. Human and Social Dimensions of Climate Change. (2012).  
 Chaudhury, P., N. B. Chhetri, B. Dorman, T. Gegg, R. B. Rana, M. Shrestha, K. Thapa, K. Lamsal and S. Thapa. 2015. Turning conflict into collaboration in managing commons: A case of Rupa Lake Watershed, Nepal. *International Journal of the Commons* 9(2):744-771.  
 Chhetri, N. B. and N. Chhetri. 2015. Alternative imaginations: Examining complementarities across knowledge systems. Pp. 11-24 In: Sumida Huaman, E. and B. Sriraman eds., *Indigenous Innovation: Universalities and Peculiarities*. Sense Publishers. Rotterdam, The Netherlands. ISBN: 9789463002257.

### **Sustainability (5)**

**Aggarwal, Rimjhim**

*Associate Professor*

**Rank:** Tenured

**Department:** Sustainability

**No. dissertations/theses advised:** 22

**Year of Appointment:** 2006

**% Asia teaching/research/outreach:** 33

**Education:** PhD, Cornell University, Economics, 1995

**Language proficiencies:** English, Hindi (5), Punjabi, Urdu

**Overseas experience:** India, Nepal, Malaysia, Indonesia,

**Research and teaching specialization:** Sustainability Science, Resource Economics, International Development, water conflicts, food security, human rights

**Courses Taught:** SOS 325: Economics of Sustainability, SOS498/598: Workshop course: Sustainable Development in Action, SOS 530: International Development and Sustainability., SOS 325 Economics of Sustainability

**Distinctions:** President's Award for Sustainability, Arizona State University, April 2010., Sage Fellowship, Cornell University, in recognition of "Outstanding Research Potential," 1993., Nehru Centenary Fellowship in Economics, awarded by the Ministry of Human Resource Development, New Delhi, India, 1990.

#### **Recent Publications:**

White, D. D., J. L. Jones, R. Maciejewski, R. M. Aggarwal and G. Mascaro. 2017. Stakeholder Analysis for the Food-Energy-Water Nexus in Phoenix, Arizona: Implications for Nexus Governance. *Sustainability* 9(12):2204. DOI: 10.3390/su9122204.

Baggio, J. A., A. J. Barnett, I. Perez-Ibarra, U. Brady, E. Ratajczyk, N. Rollins, C. Rubinos, H. C. Shin, D. J. Yu, R. Aggarwal, J. M. Anderies and M. A. Janssen. 2016. Explaining success and failure in the commons: the configurational nature of Ostrom's institutional design principles. *International Journal of the Commons* 10(2):417-419. DOI: 10.18352/ijc.634.

Aggarwal, R. M. 2011 India's two track economy: An exploration into the dualism of India's complex economic structure, In *Handbook of South Asian Economics*, (R. Jha ed.) London: Routledge, Taylor & Francis Group.

**Budruk Megha**

*Associate Professor, Sr. Sustainability Scientist*

**Rank:** Tenured

**Department:** Community Resources & Development

**No. dissertations/theses advised:** 3

**Year of Appointment:** 2004

**% Asia research/teaching/outreach:** 20

**Education:** Ph.D. University of Vermont, Natural Resources, 2005

**Language proficiencies:** English (5) Marathi (3) Hindi (1)

**Overseas experience:** India

**Research and teaching specialization:** Natural resource management; Socioecology; Recreation; Visitor impacts; Social carrying capacities

**Courses Taught:** PRM/NLM/TDM 301: Sustainable Communities, PRM 380 Wilderness and Parks in America, CRD 555 Theoretical Perspective in Community Development

**Recent Publications:**

Sun, Y. Y., & Budruk, M. (2015). The moderating effect of nationality on crowding perception, its antecedents, and coping behaviors: A study of an urban heritage site in Taiwan. *Current Issues in Tourism*, 1-19. DOI: 10.1080/13683500.2015.1089845.

Varma, V., et al. (2015). Perceptions of priority issues in the conservation of biodiversity and ecosystems in India. *Biological Conservation*, 187, 201-211.

Budruk, Megha, and C. Phillips. 2010. *Quality of Life Community Indicators for Parks, Recreation and Tourism Management*. Springer. The Netherlands.

**Chhabra, Deepak**

*Associate Professor, Sr. Sustainability Scientist*

**Rank:** Tenured

**Department:** Community Resources & Development

**No. dissertations/theses advised:** 1/5

**Year of Appointment:** 2011

**% of Asia research/teaching/outreach:** 20

**Education:** 2001 Ph.D., Department of Forestry, North Carolina State University, NC, USA.

**Language Proficiencies:** Hindi (5)

**Overseas Experience:** India

**Research and Teaching Specialization:** Smart and Strategic Marketing in the Tourism and Hospitality Industry, The Promotion of Ethical Production and Consumption Practices in Tourism, Building of Social, Cultural, and Economic Equity/Capital in Local, Regional, and Global Communities, Authenticity and Authentication Process of Heritage Commodities in Tourism

**Courses Taught:** Tourism, Recreation, and Sports Marketing, Heritage and Culture Tourism, Tourism Marketing, Advanced Tourism & Recreation Studies

**Distinctions:** Travel & Tourism Research Association Conference, 2017: Best Visual Paper Presentation award (shared with Sood, J. & Andereck, K.).

School of Community Resources and Development, Arizona State University- 2011. Faculty Achievement Award for Research.

Emerald Group Publishing Limited, *Tourism Review*- 2011. Great Western Travel and Tourism Research Association Conference Best Paper Award as a co-author.

**Recent Publications:**

Scott, S. & Chhabra, D. 2017. Economic Viability of Heritage Festivals. *Anatolia: International Journal of Hospitality and Tourism Research*, 28(3): 432-443.

Chhabra, D. 2016. Heritage Branding of India: A Gandhi Tourism View. *Annals of Tourism Research*, 62: 110-112.

Chhabra, D. 2015. A Cultural Hospitality Framework for Heritage Accommodations. *Journal of Heritage Tourism*, 20(2): 184-190.

Chhabra, D., Lee, W. & Zhao, S. 2014 Epitomizing the 'Other' in Ethnic Eatertainment Experiences. *Loisir/Leisure*, 1-18 (ahead of print- available online)

**Chhetri, Nalini**

*Assistant Director, Clinical Associate Professor*

**Status:** tenured

**Department:** Future of Innovation in Society, School of Sustainability, **dissertations/theses advised:** 0

**Year of Appointment:** 2010

**% of Asia research/teaching/outreach:** 20

**Education:** Ph.D., dual degree in Educational Theory and Policy, and Comparative and International Education with minor in Demography, Pennsylvania State University 2005

**Language proficiencies:** Nepalese (5)

**Overseas experience:** China, Ghana, India, Jordan, Nepal, Thailand, Vietnam, and Thailand

**Research and teaching specialization:** climate impacts and communication, technological impacts in developing nations, knowledge systems, gender, urban sustainability

***Crow-Miller, Britt***

*Assistant Professor*

**Rank:** Tenure-track

**Department:** Sustainability, Innovation in Society

**No. dissertations/theses advised:** 6

**Year of Appointment:** 2016

**% Asia teaching/research/outreach:** 75

**Education:** PhD, Geography, University of California-Los Angeles, 2013; MA, Regional Studies-East Asia, Harvard University, 2009; BA, History and Asian Studies, Bard College, 2006

**Language proficiencies:** Mandarin

**Overseas experience:** China

**Research and teaching specialization:** Development, water resource management, infrastructure, political ecology, water-energy-food nexus, sustainability, inter-basin water transfer, socio-technical/techno-political systems, hydropolitics, China, China in the world, American West, scale, human geography, qualitative research methods

**Courses Taught:** Global Tech and Development, FIS 337 (ASU), Innovation and Global Development,

**Distinctions:** Fellow, "The Emerging Geography of Chinese Water Infrastructure: InterAsian and Transregional connections in the food-energy-water nexus," Transregional Research

Junior Scholar Fellowship: InterAsian Contexts and Connection, Social Science

Research Council (SSRC), 2017-2018

**Recent Publications:**

Crow-Miller, B., H. Chang, P. Stoker and E. A. Wentz. 2016. Facilitating collaborative urban water management through university-utility cooperation. *Sustainable Cities and Society* 27(Nov):475-483

Crow-Miller, B. 2015. Discourses of deflection: The politics of framing China's South-North Water Transfer Project. *Water Alternatives* 8(2):173-192.

Crow, B. L. 2010. Bare-sticks and rebellion: The drivers and implications of China's reemerging sex imbalance. *Technology in Society* 32(2):72-80.

***Barrett Honors College (1)***

***Bhattacharjya, Nilanjana***

*Honors Faculty Fellow*

**Rank:** non-tenure track

**Department:** Barrett, the Honors College

**No. of theses advised:** 7

**Year of Appointment:** 2013

**% Asia research/teaching/outreach:** 25

**Education:** Ph.D., Cornell University, Musicology, 2007

**Language Proficiencies:** Bengali 3, Hindi 1

**Overseas Experience:** India

**Research and Teaching Specializations:** South Asian Popular Music; South Asian Diaspora and Immigration; Globalization and Transnational Media; and Popular Hindi Films and Film Music

**Courses Taught:** HON 171 & HON 272 (The Human Event), HON 380 Aesthetics and Society

**Recent Publications:**

Bhattacharjya, Nilanjana Journal Issue Co-Editor (with Peter Kvetko) 2012, South Asian Popular Culture Vol. 10, no. 3 (Special Music Issue), 2012.

Bhattacharjya, Nilanjana and Peter Kvetko 2012 Editorial - the Music Issue South Asian Popular Culture 10, no. 3: 219-21.

Bhattacharjya, Nilanjana 2011 A Productive Distance from the Nation: Uday Shankar and the Defining of Indian Modern Dance, South Asian History and Culture 2, no. 4: 482-501.

### **Life Sciences (1)**

**Smith, Andrew** Emeritus Professor

**Rank:** Tenured

Department: Life Sciences

**No. dissertations/theses advised:** 6

Year of Appointment: 2006

**% of Asia research/teaching/outreach:** 50

Education: Ph.D. in Biology, University of California, Los Angeles, 1973

Language Proficiencies:

Overseas Experience: China, Beijing, Switzerland, Canada

Research and Teaching Specialization: Conservation Biology, Population Biology, Behavioral Ecology, Mammalogy

Courses Taught: BIO472: Mammalogy, BIO412: Conservation in Practice, BIO410: Techniques in Conservation Biology and Ecology, BIO322: Conservation of Biodiversity

Distinctions: Zebulon Pearce Distinguished Teaching Award in the Natural Sciences 2016, Aldo Leopold Conservation Award, American Society of Mammalogists 2015,

Recent Publications:

Smith, A. T., and C. I. Millar. In Submission. American pika (*Ochotona princeps*) population survival in winters with low or no snowpack. Western North American Naturalist

Badingquying, R. B. Harris, and A. T. Smith. In Revision. Summer habitat use of plateau pikas in response to winter livestock grazing in alpine steppe, Qinghai-Tibetan plateau. Arctic, Antarctic, and Alpine Research

Smith, A. T., Badingquying, and M. C. Wilson. In Revision. Functional-trait ecology of the plateau pika *Ochotona curzoniae* (Hodgson, 1858) in the Qinghai-Xizang ecosystem. Integrative Zoology.

### **Professional Schools**

#### ***Walter Cronkite School of Journalism (1)***

**Monica Chadha,** Assistant Professor

**Rank:** tenure track

**Education:** Ph.D., Journalism, University of Texas at Austin, 2014, **Dissertation/Theses Advised:** 2/2

**Language Proficiencies** English (5), Hindi (5)

**Overseas Experience:** Mumbai, India

**Research and Teaching Specializations:** Entrepreneurial journalism, changing news work and professional identity, hyperlocal/local news startups,

**Recent Publications:**

Chadha, M. (2015). The neighborhood hyperlocal: New kid on the block or a chip off the old one? Digital Journalism. doi: 10.1080/21670811.2015.1096747

Chadha, M. (2015). What I am versus what I do: Work and identity negotiation in hyperlocal news startups. Journalism Practice. doi: 10.1080/17512786.2015.1046994.

Chadha, M. & Harlow, S. (2015). The writing is on the wall, or is it? Exploring Indian activists' beliefs toward online social media's potential for social change. *International Journal of Communication*, 9, 672-693.

Courses Taught: JMC 305: Fundamentals of Multimedia Journalism

### ***Herberger Institute of Design and the Arts (5)***

***Boradkar, Prasad***

*Professor*

**Rank:** tenured

**Department:** Industrial Design

**No. dissertations/theses advised:** 10

**Year of Appointment:** 2000

**% Asia research/teaching/outreach:** 25

**Education:** M.A., Ohio State University, Design

**Language proficiencies:** Marathi (4) Gujarati (4) Hindi (4)

**Overseas experience:** India

**Research and teaching specialization:** Product design, Object culture, Innovation studies

**Courses Taught:** IND/GRA/MGT 464: Collaborative Design and Development I, IND/GRA/MGT 465: Collaborative Design and Development II, DSC 598: The Culture of Objects.

**Distinctions:**

Recipient of the 2011 Transdisciplinary Humanities Book Award for my book, *Designing Things: A Critical Introduction to the Culture of Objects*.

**Recent Publications:**

Boradkar, Prasad\*, Larkin, Kyle A. A Design and Innovation Partnership. Google (7/17/2015 - 12/31/2015).

Oneill, Gerald Daniel\*, Boradkar, Prasad, Buch, Rajesh, Carr Kelman, Candice, Dalrymple, Michael Sean, Whetten, Glenda Raquel. Creating a Circular Economy Curriculum (ASUF 30006597). (7/1/2015 - 6/30/2016).

Oneill, Gerald Daniel\*, Boradkar, Prasad, Buch, Rajesh, Carr Kelman, Candice, Dalrymple, Michael Sean, Whetten, Glenda Raquel. Creating a Circular Economy Curriculum (ASUF 30006597). (7/1/2015 - 6/30/2016).

Boradkar, Prasad\*. Life in Motion: Exploring Biomimicry-Based Mobility for People with Visual and Mobility Impairments. ASU FDN (6/30/2015 - 6/29/2016).

***Brown, Claudia***

*Professor*

**Rank:** Tenured

**Department:** Art

**No. dissertations/theses advised:** 11

**Date of Appointment:** 1998

**% Asia research/teaching/outreach:** 90

**Education:** Ph.D., University of Kansas. History of Art with emphasis in Chinese painting, 1985.

**Language proficiencies:** English, Mandarin, some Japanese ability

**Overseas experience (in Asia):** China, Taiwan, Hong Kong, India, Thailand

**Research and teaching specialization:** Art History (general courses on China, Japan and India), especially Chinese painting, later Chinese ceramics and applied arts, Japanese prints and manuscripts of the Edo and Meiji periods

**Courses Taught:** ARS 201 Art of Asia, ARS 472 Art of China, ARS 473 Art of Japan, ARS 475 Chinese Painting, ARS 574 Approaches to Japanese Art, ARS 575 Approaches to Chinese Painting, various graduate seminars, special topics courses in Buddhist Art and in Contemporary Chinese Art.

**Recent Publications:**

Brown, Claudia. Great Qing: Painting in China, 1644-1911 (working title), book manuscript accepted for publication by University of Washington Press, now in copy-editing.



Brown, Claudia. "Qing Painting," manuscript submitted to Oxford University Press for Oxford Bibliographies online.  
Brown, Claudia. "Qing Ceramics and Applied Arts," manuscript under preparation for Oxford University Press for Oxford Bibliographies online.  
Brown, Claudia contributor, 2011 Cloisonné: Chinese Enamels from the Yuan, Ming, and Qing Dynasties, Bard Graduate Institute, New York, in association with Yale University Press.  
Berkowitz, Stephen C., Juliane Schober and Claudia Brown. Eds., 2009 Buddhist Manuscript Cultures: Knowledge, Ritual and Art, Routledge, Oxford, 2009, paperback 2011

**Codell, Julie F.**

*Professor*

**Rank:** Tenured

**Department:** Art

**No. dissertations/theses advised:** 40

**Year of Appointment:** 1991

**% Asia research/teaching/outreach:** 30

**Education:** Ph.D., Indiana University, Comparative Literature

**Overseas experience:** China, India, Indonesia, Malaysia, Singapore.

**Research and teaching specialization:** 19th Century Art History; 19th Century India; World Film; Critical Theory; Gender Studies

**Courses Taught:** ARS 394 The Portrait, ARS 494/591 The Body in Nineteenth-Century Art, Artists' in Film (cross-listed English, FMS), ARS 440/540/FMS Identity and World Film (cross-listed English, FMS), ARS 444/544 AND FMS 426/526 Films of India (cross-listed English, FMS), ARS 437/ 591 and ENG 426 British Culture and Empire (cross-listed English), ARS 440/540/FMS 427/527, Identity and World Film, ARS 444/544; FMS 426/526, Films of India, ARS 484/598/FMS 494/598, Empire Cinema, FMS 340, The Portrait, ARS 498/591, The Body in the 19th Century, ARS 435/598 AND ENG 428, The Pre-Raphaelites, ARS 437/591/ENG 426, Culture and Empire, ARS 102, Art from Renaissance to Present

**Distinctions:**

Fellow, Institute for Humanities Research, Arizona State University, 2012-13, Yale Center for British Art Scholar Award, 2011; NEH Fellowship, 2003, 1993, Getty Visiting Scholar Fellowship, 2006, American Institute for Indian Studies Senior Scholar Travel Fellowship, 2002, Ransom Humanities Center Fellowship, 2002, Huntington Library Fellowship, 2004.

**Recent Publications:**

"The Picturesque, Portraiture, and the Manor House: The Social Functions of Art in Mary Augusta Ward's *Marcella*," *Victorian Literature and Culture* 45.4 (Fall), 857-80.

"From English School to British School: Modernism, Revisionism and National Culture in the Writings of M. H. Spielmann," *Nineteenth-Century Art Worldwide*, [www.19thc-artworldwide.org](http://www.19thc-artworldwide.org) (Summer).

Codell, Julie. ed. 2012 *Power and Resistance: The Delhi Coronation Durbars* Ahmedabad: Mapin.

**Patel, Mookesh**

*Associate Professor*

**Rank:** Tenured

**Department:** The Design School

**No. dissertations/theses advised:** 50+

**Year of Appointment:** 1990

**% Asia research/teaching/outreach:** 25

**Education:** M.F.A., Rhode Island School of Design, Graphic Design, 1990

**Language proficiencies:** English (4) Gujarati (5) Hindi (4) Marathi, Bengali (1)

**Overseas experience:** Thailand, Cambodia, Vietnam, Japan, Singapore

**Research and teaching specialization:** Visual communication and information design issues, semiotics, visual interpretation, visualization, film/animation design, exhibition/experience design, and typography.

**Courses Taught:** GRA 361: Visual Communication Design 3, GRA 362: Visual Communication Design 4, GRA 484: Internship, DSC 581: Internship in Teaching Design, GRA 590: Core Visual

Communication Design Studio 1, GRA 590: Topic-Information Design, DSC 592: Research DSC 593: Topic-Applied Project, GRA 598: Topic: Advanced Exhibit Design, DSC 599: Thesis.; GRA 622 Advanced Visual Communication Design Studio IV

**Distinctions:**

Recipient of a Fulbright Research Scholar Grant, United Nations Development Program Grant , AIGA, and other awards.

**Recent Publications:**

Green Apple Research Project, August 2013

Book Design: Hidden Meanings of Love and Death in Chinese Painting: Selections from the Marilyn and Roy Papp Collection

**Solis, Theodore**

*Professor*

**Rank:** Tenured

**Department:** Music

**No. dissertations/theses advised:** 3

**Date of Appointment:** 1989

**% Asia research/teaching/outreach:** 25

**Education:** Ph.D., University of Illinois at Champaign-Urbana, Music

**Language proficiencies:** Hindustani (2)

**Overseas experience:** India

**Research and teaching specialization:** Javanese gamelan, Hindustani Music

**Courses Taught:** Javanese Gamelan MUP 489/587, MHL 140 Music as Culture, MUP 489 Music Ensembles, MUP 587 Ethnomusicology Ensembles

**Recent Publications:**

Solis, Theodore. and Margaret Sarkissian eds. Ethnomusicological Lives (in progress).

Solis, Theodore. 2013 Marimba in Latin America, in Grove Dictionary of Musical Instruments.

Solis, Theodore. 2005 You Shake Your Hips Too Much: Diasporic Values and Hawaii Puerto Rican Dance Culture, in Ethnomusicology 49(1).

Solis, Theodore. 2004 Performing Ethnomusicology: Teaching and Representation in World Musics Berkeley: University of California Press.

**W.P. Carey School of Business (2)**

**Brada, Josef**

*Professor Emeritus*

**Rank:** Tenured

**Year of Appointment:** 1979

**No. dissertations advised:** 20

**Education:** BSChE, MA, PhD

**% of Asia research/teaching/outreach:** 25

**Overseas Experience:** Teaching, consulting and government assistance in Bolivia, China, Czech Republic, Germany, Macedonia, Taiwan.

**Research and teaching specialization:** International Economics, Economic Systems

**Courses Taught:** International Economics, International Business, Chinese Economy

**Recent Publications:** "Demography, Urbanization and the Environment in China's Economic Development: Symposium Introduction" *China Economic Review*, Vol. 35 (September, 2015) pp.169-170, (with Jun Zhang and Xiaobo Zhang).

"Inflation Targeting: Insights from Behavioral Economics" *Eastern European Economics*, Vol. 55, No. 5 (September-October, 2015), pp. 357-376, (with J. Kubiček, A. M. Kutan and V. Tomšík).

"Introduction: Openness, institutions, and long-run socio-economic development" *Economic Systems* Vol. 40, No. 2 (2016) pp. 195–197, (with R. Frensch and E. Gundlach).

"Corporate Governance Following Mass Privatization" *Journal of Comparative Economics*, Vol. 44, No. 4 (2016) pp.1132-1144.

“Prospects for a North-East Asian Economic Community: First Steps for Deeper Economic and Political Integration?” *Journal of Northeast Asia Development*, Vol. 18, (Dec, 2016), pp. 1-12.

***Datta, Manjira***

*Associate Professor*

**Rank:** Tenured

**Department:** Economics

**No. dissertations/theses advised:** 5/5

**Year of Appointment:** 2001

**% of Asia research/teaching/outreach:** 10

**Education:** Ph.D. Cornell University, Economics, 1992

**Overseas experience:** India

**Research and teaching specialization:** Economic theory, international trade, macroeconomics, resource economics

**Courses Taught:** ECN 335 South Asia and the World Economy; ECN 436 International Trade Theory

**Distinctions:** Post-doctoral research fellowship at the Center for Operations Research and Econometrics and the Center for Mathematical Economics and Econometrics, Belgium, September 1992- July 1993.

,The University Medal for securing the first position in M.A. (Economics), Jadavpur University, India, 1986, The Susanta K. Mitra Memorial Gold-centered Medal for getting the highest marks in Economics, Jadavpur University, India, 1986.

**Recent Publications:**

“Comparing Recursive Equilibrium in Economies with Dynamic Complementarities and Indeterminacy,” *Economic Theory*, forthcoming (with K. Reffett and L. Wozny)

“Existence and Uniqueness of Equilibrium in Distorted Dynamic Small Open Economy,” *Economics Letters*, 152, 2017

***School of Public Affairs (1)***

***Lan, Zhiyong***

*Professor*

**Rank:** Tenured

**Department:** Public Affairs

**No. dissertations/theses advised:** 0

**Year of Appointment:** 2013

**% of Asia research/teaching/outreach:** 25

**Education:** Ph.D., Syracuse University, Public Administration

**Research and Teaching Specializations:** General Public Administration, Theory, Research Methodology, Information Technology, Resource Management/Policy, Organizational Studies, Government and Business Relationships, Local Government and Economic Development, Comparative Public Administration

**Courses Taught:** PAF 501 Public Service Research I, PAF 502 Advanced Public Research II, PAF 540 Advanced Policy Analysis, PAF 508 Organization Behavior

**Distinctions:**

ASU International Contact Person in China, Helped receiving ASU vice presidents, their staff and different schools' international staff in China and put them into contact with potential ASU partners (2005 - present), *Journal of Public Administration*, Editorial Member (2005 - present), *Journal of Public Administration and Policy Review*, Editor-in-Chief (01-2012 - present), *American Review of Public Administration*, Member of Editorial Board (2012 - 2015), *Association International Management Sciences*, Academic Committee Member (2012 - 2015)

**Recent Publications:**

Lan, Zhiyong and Wei, Ming. On the Modernization of State Governance System and Governance Capacity: A Topdown System Design. *Journal of Public Management*. Vol. Issue 1. Pp. 1-5 (reprinted by Xinghua Abstracts). . (In Chinese) (2015).



Lan, G. Zhiyong. The Role of High Tech/Industrial Park in Leading Local Development: Tales in Chengdu and Phoenix, pp 27-46. Comparative Studies on Chinese and American Areas (2015).  
Fang, Bonai, and Zhiyong Lan. 2014, Advanced Research Methods in Public Administration, China Science Press.

### ***Sandra Day O'Connor College of Law (1)***

**Chodorow, Adam** Professor **Rank:** tenured  
**Department:** College of Law **No. of theses advised:** N/A  
**Year of Appointment:** 2008 **% Asia research/teaching/outreach:** 10  
**Education:** B.A., Yale University; J.D., University of Virginia; L.L.M., New York University  
**Language Proficiencies:** Spanish, French, German, Latin, Ancient Greek and currently learning Mandarin  
**Overseas Experience:** China  
**Research and Teaching Specializations:** Tax Law; Charitable Contributions and Non-profit Organizations in China  
**Courses Taught:** Federal Income Taxation; Visiting Student Program  
**Recent Publications:**  
*Charity with Chinese Characteristics*, 30 UCLA Pac. Bas. L. J. 1 (2012)  
*Bitcoin and the Definition of Foreign Currency*, 19 Fla. Tax Rev. 637 (2016).  
*Biblical Tax Systems and the Case for Progressive Taxation*, 23 J. L. & Religion 51 (2008).

### ***Library (2)***

**Gabbard, Ralph** Liaison Librarian **Rank:** Tenured  
**Department:** Humanities Division **% Asia research/teaching/outreach:** 100  
**Year of Appointment:** 2010  
**Education:** Doctor of Philosophy in Information Science, Indiana University 2004  
**Language Proficiencies:** Chinese (3)  
**Overseas Experience:** People's Republic of China, Myanmar  
**Research Specializations:** Art History, East Asian Studies, South Asian Studies  
**Distinctions:** The First Prize of the 2016 Forum of China Academic Libraries for "The study on the international library exchange program evaluation system" with Lin Hu, Qian Liu, Yu Shu, and Ralph B. Gabbard. , Second Place, Liaoning Province Higher Education Achievement Award for CAI Bilingual teaching strategies of international cooperation and the study and practice with Dr. Xing Yunayuan, 2006  
**Recent Publications:**  
Hu, L., Liu, Q., Shu, Y., & Gabbard, R.B (2017). Research on evaluation system of international librarian exchange program (in Chinese). Accepted by the Journal of Academic Libraries (China) for publication.  
Hu, L., Liu, Q., Shu, Y., & Gabbard, R.B (2017). An empirical study on the evaluation system of international librarian exchange programs (in Chinese). Accepted by the Journal of Academic Libraries (China) for publication.  
Hu L, Gabbard, R.B. & Yao L (2017). "口语报告法在信息检索行为研究中的应用 The use of the verbal protocol method in the investigation of information-seeking behaviors. 图书馆学研究 Research on Library Science: 56-61

*Liu, Qian*

*Associate Liaison Librarian*

**Rank:** Tenured

**Department:** Library

**% Asia research/teaching/outreach:** 100

**Year of Appointment:** 2008

**Language Proficiencies:** Chinese (5) **Overseas Experience:** China

**Research Specialization:** Chinese Literature,

**Courses Taught:** Research Methods (CHI 500)

## **ASU Asian Studies Faculty Profiles: 78**

### **Center Faculty Curriculum Vitae**

**Juliane Schober**, PI, Director, Center for Asian Research, Professor of Religious Studies, Professor, T

#### ***Humanities***

##### **School of International Letters and Cultures (20)**

Stephen Bokenkamp, Chinese, Regents' Professor, T  
Sookja Cho, Korean, Chinese, Assistant Professor, TT  
Joe Cutter, Chinese, Professor, T  
Kumiko Hirano Gahan, Japanese, Multi-Year Instructor, NTT  
William Hedberg, Japanese, Chinese, Assistant Professor, TT  
Thuy-Kim Le, Vietnamese, Senior Lecturer, NTT  
Jianling Liao, Chinese, Assistant Professor, TT  
Xiaoqiao Ling, Chinese, Assistant Professor, TT  
Chin Lwin, Burmese, Chinese, Instructor, NTT  
Kyun Young Oh, Chinese, Associate Professor, T  
Jiwon Shin, Korean, Assistant Professor, TT  
Tomoko Shimomura, Japanese, Senior Lecturer, NTT  
Peter Suwarno, Indonesian, Associate Professor, T  
Hoyt Cleveland Tillman, Chinese, Korean, Professor, T  
Joanne Tsao, Chinese, Multi-Year Lecturer, NTT  
Ebru Türker, Korean, Japanese, Assistant Professor, TT  
Stephen West, Mandarin Chinese, Foundation Professor, T  
Bradley Wilson, Japanese, Lecturer, NTT  
Elizabeth Wong, Japanese, Mandarin Chinese, Multi-Year Lecturer, NTT  
Xia Zhang, Mandarin Chinese, Principal Lecturer, NTT

##### **School of Historical Philosophical, and Religious Studies (13)**

###### ***Religious Studies (7)***

Huaiyu Chen, Religious Studies, Associate Professor, T  
Anne Feldhaus, Religious Studies, Distinguished Foundation Professor, T  
Chad Haines, Religious Studies Assistant Professor, TT  
Alexander Henn, Religious Studies, Professor, T  
Agnes Kafeli, Religious Studies, Senior Lecturer, NTT  
Mark Woodward, Religious Studies, Associate Professor, T  
Pori Park, Religious Studies, Associate Professor, T

###### ***History (6)***

Lauren McArthur Harris, History Education, Associate Professor, T  
Sina Machander, History, Assistant Clinical Professor, TT  
Aaron Stephen Moore, History, Associate Professor, T  
James Rush, History, Professor, T  
Yasmin Saikia, History, Professor, T  
Linh Vu, History, Assistant Professor, TT

##### **Department of English (3)**

Karen Adams, English, Professor, T  
Edward Mallot, English, Associate Professor, T  
Paul Kei Matsuda, English, Professor, T

## ***Social Sciences***

### **School of Human Evolution and Social Change (4)**

James Eder, Anthropology, Professor Emeritus, T  
Daniel Hruschka, Anthropology and Global Health, Associate Professor, T  
Hjorleifur Jonsson, Anthropology, Professor, T  
Cindi SturtzSreetharan, Anthropology, Associate Professor, TT

### **School of Social Transformation (4)**

Aggie Noah, Asian Pacific American Studies, Assistant Professor, TT  
Karen Kuo, Asian Pacific American Studies, Associate Professor, T  
Prasad Indulata, Anthropology, Assistant Professor, TT  
Wei Li, Asian Pacific American Studies, Professor, T

### **School of Politics and Global Studies (4)**

Daniel Rothenberg, Politics and Global Studies, Professor of Practice, T  
Sarah Shair-Rosenfield, Political Science, Assistant Professor, TT  
Sheldon Simon, Political Science, Professor, T  
Douglas Webster, Global Studies, Professor, T

### **Hugh Downs School of Communication (5)**

Pauline Hope Cheong, Communication, Professor, T  
Uttaran Dutta, Communication, Associate Professor, TT  
Heewon Kim, Communication, Assistant Professor, TT  
Kyounghee Hazel Kwon, Journalism and Mass Communication, Assistant Professor, TT  
YoungJu Shin, Communication, Assistant Professor, TT

### **Geography (5)**

Joochul Kim, Geographical Sciences and Urban Planning, Associate Professor, T  
Michael Kuby, Geographical Sciences and Urban Planning, Professor, T  
Sara Meerow, Geographical Sciences and Urban Planning, Assistant Professor, TT  
Soe Win Myint, Geographical Sciences and Urban Planning, Professor, T  
Netra Chhetri, Geographical Sciences and Urban Planning, Associate Professor, T

### **Sustainability (5)**

Rimjhim Aggarwal, Sustainability, Associate Professor, T  
Megha Budruk, Community Resources & Development, Associate Professor, T  
Deepak Chhabra, Community Resources & Development, Associate Professor, T  
Nalini Chhetri, Sustainability and Future of Innovation in Society, Clinical Associate Professor, T  
Britt Crow-Miller, Sustainability and Future of Innovation in Society, Assistant Professor, TT

### **Barrett, the Honors College (1)**

Nilanjana Battacharjya, Honors, Honors Faculty Fellow, NTT

### **Life Sciences (1)**

Andrew Smith, Biology, Emeritus Professor, T

### **Professional Schools**

#### **Walter Cronkite School of Journalism (1)**

Monica Chadha, Journalism, Assistant Professor, TT

#### **Herberger Institute of Design and the Arts (5)**

Prasad Boradkar, Industrial Design, Professor, T

Claudia Brown, Art, Professor, T

Julie Codell, Art, Professor, T

Mookesh Patel, Graphic Design, Associate Professor, T

Theodore Solis, Music, Professor, T

#### **W.P. Carey School of Business (2)**

Josef Brada, Business and Economy, Professor Emeritus, T

Manjira Datta, Economics, Associate Professor, T

#### **School of Public Affairs (1)**

Zhiyong Lan, Public Affairs, Professor, T

#### **Sandra Day O'Connor College of Law (1)**

Adam Chodorow, Law, Professor, T

#### **Library (2)**

Ralph Gabbard, Humanities Division, Liaison Librarian, T

Qian Liu, Library, Associate Liaison Librarian, T

**Appendix B - Asia-specific Content (25%+) Course List and Enrollment Figures**

<b>25% or more Asia-specific Content Course List and Enrollment Figures</b>		
	Asian-Content Courses	Student Enrollment 2017-2018
<b>Aggregate Numbers</b>	<b>269</b>	<b>10054</b>
<b>HUMANITIES</b>	<b>183</b>	<b>6307</b>
School of International Letters and Cultures	121	2061
School of Historical, Philosophical & Religious Studies	57	4192
Religious Studies	26	2115
History	31	2077
English/Linguistics	5	54
<b>SOCIAL SCIENCES</b>	<b>50</b>	<b>1970</b>
School of Politics & Global Studies	21	696
Political Science	9	643
Global Studies	12	53
School of Human Evolution & Social Change/ Anthropol	8	376
School of Geographical Sciences & Urban Planning	6	185
School of Social Transformation	11	412
School of Sustainability	3	272
School of Life Sciences	1	29
<b>PROFESSIONAL SCHOOLS</b>	<b>36</b>	<b>1777</b>
Herberger Institute of Design & the Arts	21	434
School of Music	4	130
Hugh Downs School of Communication	4	1086
W.P. Carey School of Business	7	127

School of International Letters and Cultures		121 Asian-content classes				2061 Students enrolled		
Subject Level	Course Name and Description	Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
CHI 101	First-Year Chinese I: pronunciation, grammar, elementary conversation, and development of basic reading and writing skills. Standard dialect.	Dong, Zhao	100	5	F, Sp, S	85	99	Y
CHI 102	First-Year Chinese II: Pronunciation, grammar, elementary conversation, and development of basic reading and writing skills. Standard dialect.	Wu, Min	100	5	F, Sp, S	47	19	Y
CHI 110	Intensive Chinese I: Adopts different pedagogical approaches to help students acquire basic skills in listening, speaking, reading and writing in Modern Standard Chinese.	Zhang	100	6 to 8	F	9	13	Y
CHI 120	Intro to Chinese Culture: Introduces geographical, historical, literary, and intellectual premises of Chinese culture.	Tsao	100	3	F	80	76	Y
CHI 194	Special Topics: Gateway to China	Lu, Tsao	100	3	Sp	4		
CHI 201	Second-Year Chinese I: systematic review of grammar, development of vocabulary through reading and writing, drill in aural/oral skills.	Chang	100	5	F, Sp	27	22	Y
CHI 202	Second-Year Chinese II: systematic review of grammar, development of vocabulary through reading and writing, drill in aural/oral skills.	Liu, Li, Zhang	100	5	F, SP	26	11	Y
CHI 205	Chinese Calligraphy: Introduces styles and techniques of Chinese writing.	Liu	100	1	F, Sp	135	147	Y
CHI 210	Intensive Chinese II: Reviews and reinforces 1st-year Chinese grammatical patterns and introduces new ones to further develop students' communicative competence in listening, speaking, reading and writing in modern Chinese.	Zhang	100	6 to 8	Sp	14		
CHI 294	Special Topics: Common Chinese Characters	Oh	100	1 to 4	F		4	Y
CHI 294	Special Topics: Chinese Ghost Stories	Wolf	100	1 to 4	F, Sp	3	5	Y
CHI 301	Third-Year Chinese I: Expansion of proficiency in listening comprehension, speaking, reading, and writing.	Liang, Wu	100	5	F	30	21	Y
CHI 302	Third-Year Chinese II: Continuation of CHI 301.	Liang, Wu	100	5	Sp	23		
CHI 307	Intro to Literary Chinese I: Reading in various genres of pre-20th century literature, with analysis of the structure of the classical writings.	Tsao	100	3	F	19	19	Y
CHI 308	Intro to Literary Chinese II: Continuation of CHI 307.	Tsao	100	3	Sp	12		
CHI 321	Chinese Literature: Masterworks of the tradition from the 7th century BCE through the 13th century.	Ling	100	3	F	24	26	Y
CHI 322	Chinese Literature: Masterpieces from the later tradition and its transition to modern times.	Ling	100	3	F, Sp	25	27	
CHI 333	China: Political, economic, social, and cultural history of the Chinese people from early times to the 17th century.	Li	100	3	F	0	12	Y
CHI 336	Interpreting China's Classics: Study of selected Confucian and/or Taoist classics and ways they have been read in both Asian and Western scholarship.	Feezell, Wolf	100	3	Sp			
CHI 338	The Daoist Bible (Daode Jing): Introduces the wisdom of the Old Boy, Laozi himself, and to some of the startlingly wide variety in which his short, gnomic utterances have been interpreted.	Bokenkamp, Feezell	100	3	F			Y
CHI 343	Daoism: Introduces the history, doctrines, and practices of Taoism from the mid-second century CE up to the present.	Bokenkamp	100	3	F, Sp, S	48	29	

School of International Letters and Cultures			121 Asian-content classes			2061 Students enrolled		
Subject Level	Course Name and Description	Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
CHI 345	Chinese Film and Civilization: Screening and discussion of recent films from China, Taiwan, and Hong Kong in the context of modern Chinese civilization.	Chau	100	3	F	18	11	Y
CHI 348	Pathways into Chinese Culture: Introduces some important aspects of China's cultural history and traditions.	Tsao	100	3	F	7	13	Y
CHI 380	The Chinese Language: introduces the Chinese languages from linguistic perspectives.	Oh	100	3	Sp	24		
CHI 394	Special Topics: Chinese Literature as World Lit	Chau	100	3	Sp	6		
CHI 401	Fourth-Year Chinese I: focuses on solidifying and improving students' knowledge of modern Mandarin.	Zhu	100	5	F	17	11	Y
CHI 402	Fourth-Year Chinese II: continuation of CHI 401.	Zhang, Zhu	100	5	Sp	13		
CHI 407	Chinese Acad & Prof Prps I: part of the Chinese Flagship program; course has a three-fold objective: (1) to improve language proficiency in all four language skills; (2) to support other Flagship courses by introducing specific vocabulary, literary genres, key reference materials; and (3) to develop the use of explicit language learning strategies that support professional level literacy.	Zhu	100	3	F	8	10	Y
CHI 408	Chinese Acad & Prof Prps II: Continuation of CHI 407	Zhu	100	3	Sp	8	7	
CHI 451	Chinese Cultural History I: China's classics in translation studied both for their intrinsic ideas and for the origins of Chinese thought.	Yang	100	3	F	0	6	Y
CHI 452	Chinese Cultural History II: Evolution of Confucian thought, its synthesis with Taoism and Buddhism, and modern reactions against, and uses of, Confucian traditions.	Yang	100	3	Sp	6	4	
CHI 461	Readings in Traditional Chinese Literature I: Readings in performance literature in colloquial Chinese.	West	100	3	F, Sp	0	0	
CHI 470	Modern Chinese Literature & Culture: readings in modern Chinese literary texts, including prose, fiction, and poetry.	Tsao	100	3	Sp	9		
CHI 482	History of Chinese Language: introduces the history of the Chinese language.	Oh	100	3	F		2	
CHI 494	Special Topics: Chinese Writing Modules	Zhu, Liu	100	3	F, Sp	12	8	Y
CHI 514	Advanced Classical Chinese: close readings in selected premodern texts, with focus on special grammatical features, and increased vocabulary.	West	100	3	F,Sp	8	0	Y
CHI 590	Reading and Conference: Chinese	Oh	100	1 to 12	F, Sp	1	1	Y
CHI 593	Applied Project	Oh	100	12	F,Sp	1	0	Y
CHI 598	Special Topics	Cutter, Chen	100	1 to 4	F, Sp	8	16	Y
CHI 598	Special Topics: Classical Vernacular Performance Literature	West	100	1 to 4	F, Sp	15	27	Y
CHI 691	Seminar:Early Medieval Chinese Poetry	Bokenkamp, West, Cutter	100	1 to 12	F, Sp	36	18	Y
HIN 194	Special Topics	Agnihotri	100	4	F,Sp	0	6	
HIN 294	Special Topics	Staff	100	4	F,Sp	0	0	
IDN 101	Elementary Indonesian I: basic communication, reading, and writing skills.	Suwarno	100	5	F, S	9	13	Y
IDN 102	Elementary Indonesian II: basic communication, reading, and writing skills.	Suwarno	100	5	Sp, S	7	12	Y
IDN 201	Intermediate Indonesian I: systematic review of grammar.	Suwarno	100	5	F, S	3	2	Y
IDN 202	Intermediate Indonesian II: systematic review of grammar.	Suwarno	100	5	Sp, S	3	2	
IDN 394	Special Topics: Advanced Indonesian I	Suwarno	100	4	F, Sp, S	5	7	Y



School of International Letters and Cultures			121 Asian-content classes			2061 Students enrolled		
Subject Level	Course Name and Description	Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
IDN 499	Individualized Instruction	Suwarno	100	3	F, Sp	4	1	Y
JPN 101	First-Year Japanese I: basic speaking, listening, reading, writing, computer skills, and culture.	Wilson, Takahashi, Wong, Kunitada	100	5	F, Sp	212	223	Y
JPN 102	First-Year Japanese II: continued development of JPN 101 skills.	Wong, Yamashita	100	5	F, Sp, S	94	98	Y
JPN 110	Intensive Japanese I: designed to train novice-level speakers to become competent intermediate speakers who can carry out conversation on familiar topics or handle straightforward situations.	Shimomura	100	8	F	24	26	Y
JPN 115	Japanese Popular Culture: examines different media of Japanese popular culture such as comics, animation and film for evidence of how the Japanese express their self identity in Japanese society	Wilson	100	3	F, Sp	83	62	Y
JPN 194	Special Topics		100	4	F, Sp, S	23	0	
JPN 201	Second-Year Japanese I: continued development in speaking, listening, reading, writing, culture, and computer skills.	Wong	100	5	F, Sp, S	39	54	Y
JPN 202	Second-Year Japanese II: continued development of JPN 201 skills.	Katayama	100	5	F, Sp, S	37	54	Y
JPN 206	Japanese Calligraphy: introduces Japanese calligraphy using traditional implements	Wilson	100	1	F, Sp	39	54	Y
JPN 210	Intensive Japanese II: designed to train novice-level speakers to become competent intermediate speakers who can carry out conversation on familiar topics or handle straightforward situations.	Gahan	100	8	Sp	25	23	
JPN 294	Special Topics	Staff	100	4	F, Sp, S	12	0	
JPN 301	Third-Year Japanese I: development of reading skills, using authentic materials to comprehend structure, grammar, idioms, and culture.	Wong	100	3	F, Sp, S	38	58	Y
JPN 302	Third-Year Japanese II: continued development of reading skills, as in JPN 301.	Gahan	100	3	F, Sp, S	46	39	Y
JPN 309	Japanese Oral Communication I: development of interpersonal, interpretive, and presentational oral/aural skills in familiar topics with sociolinguistic skills and understanding of Japanese culture	Gahan	100	3	F, Sp	24	28	Y
JPN 310	Japanese Oral Communication II: continued development of oral/aural skills, with increased emphasis on honorifics.	Gahan	100	3	Sp	16	11	
JPN 311	Japanese Composition I: learning structural guidelines for narrative writing, developing organization skills to support ideas.	Hino	100	3	F, Sp	25	23	Y
JPN 315	Lang of Japanese Pop Culture: develops reading and listening skills using Japanese popular culture materials of various genres.	Foard	100	3	F	23	0	
JPN 316	Lang Japanese Popul Culture II: understands Japanese popular culture materials such as anime, music, movies, manga and narratives through their target language of Japanese	Foard	100	3	Sp	12	0	
JPN 394	Special Topics: Religious Practice of People in Japan	Suhara	100	1 to 4	F, Sp, S	45	56	Y
JPN 394	Special Topics: Zen & Japanese Culture	Suhara	100	1 to 4	F, Sp, S	58	67	Y

School of International Letters and Cultures			121 Asian-content classes			2061 Students enrolled		
Subject Level	Course Name and Description	Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
JPN 401	Reading Modern Japanese Texts: readings in modern literary and expository texts.	Hino	100	3	F, Sp	25	22	Y
JPN 414	Intro to Classical Japanese: readings from various genres of pre-20th-century literature.	Suhara	100	3	F, Sp	26	23	Y
JPN 415	Advanced Classical Japanese: close readings of selected premodern texts, with focus on grammatical and stylistic features.	Hedberg	100	3	Sp	12		
JPN 445	Readings in Modern Japanese: advanced study of selected facets of modern Japanese letters and culture.	Staff	100	3	Sp	0	0	
JPN 484	Internship	Tanno	100	12	F, Sp	1	1	Y
JPN 485	Literary Translation: introduces theories and practice of literary translation.	Staff	100	3	Sp	0	0	
JPN 492	Honors Directed Study	Wong	100	6	F, Sp	1	2	Y
JPN 493	Honors Thesis	Shimomura	100	6	F, Sp	0	0	Y
JPN 494	Special Topics	Suhara, Tanno	100	4	F, Sp	36	19	Y
JPN 499	Individualized Instruction	Shimomura	100	3	F, Sp	1	0	Y
JPN 535	Advanced Readings: readings in primary and secondary sources in history, art, religious studies, literature, or other fields.	Staff	100	3	Sp			
JPN 585	Adv Problems of Translation: theories and practice of translation; strategies for handling a variety of Japanese texts.	Staff	100	3	Sp	0	0	
JPN 590	Reading and Conference	Staff	100	12	F, Sp	1	1	Y
JPN 590	Japanese	Hedberg	100	12	F,Sp	1	1	Y
JPN 591	Seminar	Staff	100	12	F	0	0	
JPN 592	Research	Staff	100	12	F, Sp	0	0	Y
JPN 598	Special Topics	Staff	100	4	F	0	0	
JPN 599	Thesis	Staff	100	12	F, Sp	0	0	Y
KOR 101	First-Year Korean I: pronunciation, grammar, elementary conversation, and development of basic reading and writing skills.	Cho, Lee	100	5	F, Sp, S	107	152	Y
KOR 102	First-Year Korean II: continuation of KOR 101.	Oh, Lee	100	5	Sp, S	54	42	Y
KOR 194	Special Topics		100	4	F, Sp, S	2	6	
KOR 201	Second-Year Korean I: continual development of communication skills.	Oh, Lee	100	5	F	28	28	Y
KOR 202	Second-Year Korean II: Continuation of KOR 201.	Oh	100	5	F, Sp	13	21	
KOR 250	Korean Culture and Society: surveys Korean culture and society, covering history, religious traditions, gender, and popular culture.	Cho	100	3	Sp, S	30	13	Y
KOR 294	Special Topics	Staff	100	4	F, Sp	1	1	
KOR 313	Third-Year Korean I: continued development of ability to communicate orally and in writing.	Turker	100	3	F	0	7	Y
KOR 314	Third-Year Korean II: continuation of KOR 313.	Staff	100	3	F, Sp	0	2	
KOR 321	Modern Korean Literature: Introduces various genres of Korean literature written from the seventeenth century to the present.	Park	100	3	Sp		12	Y
KOR 347	Korean Film and Literature: introduces aspects of Korean history, culture, and society through Korean film and literature.	Shin	100	3	F, Sp	28	24	Y
KOR 350	Women of Korea: examines the changing role and status of women in modern Korea in relation to political and cultural changes.	Shewell, Park	100	3	F, Sp	16	25	Y
KOR 354	Religions of Korea: explores major religious traditions and folk religions in Korea.	Park	100	3	F	10	12	Y

School of International Letters and Cultures		121 Asian-content classes				2061 Students enrolled		
Subject Level	Course Name and Description	Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
KOR 394	Special Topics	Turker	100	4	F, Sp, S	1	8	
KOR 484	Internship	Turker	100	12	F, Sp	0	0	Y
KOR 492	Honors Directed Study	Cho, Shin	100	6	F, Sp	1	1	Y
KOR 493	Honors Thesis	Cho, Shin	100	6	F, Sp	1	1	Y
KOR 494	Special Topics	Staff	100	4	F, Sp	23	0	Y
KOR 499	Individualized Instruction	Cho, Oh	100	3	F, Sp	3	0	Y
KOR 598	Special Topics	Staff	100	4	Sp	0	0	
VTN 101	Elementary Vietnamese I: basic skills in modern conversational Vietnamese and development of basic reading and writing skills	Le	100	5	F	19	16	Y
VTN 102	Elementary Vietnamese II: basic skills in modern conversational Vietnamese and development of basic reading and writing skills	Le	100	5	Sp	6	8	
VTN 201	Intermediate Vietnamese I: improves speaking, listening, reading, and writing competence through dialogues, reading passages, pattern drill, and grammar and communicative exercises	Le	100	5	F	3	6	Y
VTN 202	Intermediate Vietnamese II: improves speaking, listening, reading, and writing competence through dialogues, reading passages, pattern drill, and grammar and communicative exercises	Le	100	5	Sp	6	4	
VTN 321	Adv Vietnamese & Literature I: readings from modern, contemporary, and folk literatures as well as current periodicals.	Le	100	3	F	2	1	Y
VTN 322	Adv Vietnamese & Literature II: Continuation of VTN 321.	Le	100	3	Sp	2	2	
VTN 499	Individualized Instruction	Le	100	3	F, Sp	0	0	Y
SLC 120	Intro to Chinese Culture: Introduces geographical, historical, literary, and intellectual premises of Chinese culture.	Tsao, Chik	100	3	F	10	2	Y
SLC 194	Special Topics	Staff	100	3	S	3		
SLC 294	Special Topics	Staff	100	3	F		3	Y
SLC 294	Special Topics: Chinese Ghost Stories	Staff	100					Y
SLC 321	Korean Lit in Translation: introduces various genres of Korean literature written from the seventeenth century to the present in English translation	Shin, Li	100	3	F		2	Y
SLC 333	China: political, economic, social, and cultural history of the Chinese people from early times to the 17th century.	Li	100	3	F		1	Y
SLC 421	Japanese Lit in Translation: Readings selected by theme or genre or period from various works of Japanese literature in English translation.	Suhara	100	3	F, Sp	55	7	Y
SLC 451	Chinese Cultural History I: China's classics in translation studied both for their intrinsic ideas and for the origins of Chinese thought.	Yang	100	3	F		1	Y
SLC 494	Special Topics: Asian Pop Culture	Shin	100	3	Sp	9		
SLC 494	Special Topics: Film & Religion in Japan	Suhara	100					Y
SLC 498	Pro-Seminar: Chinese Flagship	Zhu	100	3	F, Sp	3	1	Y
		Enrollment totals:				2254	2061	
		Total Courses:		121				

Religious Studies			26 Asian-content classes			2115 Students enrolled		
School of Historical, Philosophical and Religious Studies								
Subject Level	Course Name and Description	Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
REL 100	Religions of the World: Introduces the history of religious traditions of the world.	Kafeli	25	3	F, Sp, S	1852	1377	Y
REL 107	Religion and Globalization: explores how different religions interact with the various processes of globalization.	Barfoot	25	3	F, Sp	60	108	Y
REL 111	Introduction to Asia: offers a basic introduction to the geography, history, cultures, states, and societies of South and Southeast Asia as well as China, Japan, and Korea.	Rush	100	3	F, Sp	12	12	Y
REL 240	Introduction to Southeast Asia: introduction to the cultures, religions, political systems, geography, and history of Southeast Asia.	Lundry	100	3	F, Sp	83	63	Y
REL 294	Special Topics: Sanskrit III	Feldhaus	100	3	F		1	Y
REL 294	Special Topics: Sanskrit IV	Feldhaus	100	3	Sp			
REL 338	The Daoist Bible (Daode jing): introduces the wisdom of the Old Boy, Laozi himself, and to some of the startlingly wide variety in which his short, gnomic utterances have been interpreted.	Bokenkamp	100	3	F	11	6	
REL 343	Daoism: introduces the history, doctrines, and practices of Taoism from the mid-second century CE up to the present.	Bokenkamp, Chang, Li	100	3	F, Sp, S	25	18	
REL 344	Kenjimon values-Japanese Life: Japanese values expressed in the life and annual cycles of the family, local and national identities, and popular culture.	Staff	100	3	F	1	35	
REL 345	Asian Religious Traditions: introduces the major concepts of religious beliefs, rituals, and practices in Hinduism and Buddhism.	Huntington	100	3	F, Sp, S	27	16	
REL 346	Chinese Religions: examines the history and practices of Chinese religions with particular attention to culture, society, and history.	Chen	100	3	F, Sp	11	0	
REL 350	Hinduism: studies diverse forms of Hinduism through its institutions, literature, folklore, art, and architecture.	Henn	100	3	F, Sp, S	68	63	
REL 351	Buddhism: doctrines, practices, and institutions of the Buddhist religion, emphasizing its role in the history and culture of Asian societies.	Schober	100	3	F, Sp, S	417	316	Y
REL 352	Modern Buddhism: focuses on modern issues related to Buddhism with special attention to colonialism, nationalism, the development of the nation-state and globalization.	Staff	100	3	Sp	0	0	
REL 354	Religions of Korea: explores major religious traditions and folk religions in Korea.	Park	100	3	F	5	2	Y
REL 357	Theravada Buddhism in South & Southeast Asia: examines Theravada Buddhist institutions, practices, and communities in ancient and contemporary south and southeast	Schober	100	3	F, Sp, S	25	0	

Religious Studies		26 Asian-content classes				2115 Students enrolled		
School of Historical, Philosophical and Religious Studies								
Subject Level	Course Name and Description	Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
REL 363	Islam and World Affairs: advanced examination of complex trends to construct the roles of Islam as a belief, its institutions, leaders and ordinary believers in contemporary world.	Staff	25	3	Sp	0	0	
REL 365	Islamic Civilization: global historical survey of Islamic cultures and societies up to the modern period.	Clay	25	3	Sp	12	10	
REL 366	Islam in the Modern World: examines the worldwide transformations of Islamic religion, cultures, and societies in the modern period.	Coleman, Talebi	25	3	F, Sp, S	148	75	Y
REL 378	Religion, War, and Peace: in-depth study of the religious, political and ethical dimensions of violence and war.	Davis, Warner	25	3	F	40	9	Y
REL 394	Special Topics: Women and Goddesses in India	Feldhaus	100	3	F	15		
REL 461	Different Voices in Contemporary Islamic Discourse: examines modern Muslim discourse on major contemporary issues.	Gallab	25	3	S	6		
REL 480	Religion and Global Politics: explores the nature and role of religion in international politics in the modern period.	Staff	25	3	F	0	0	
REL 598	Special Topics: Different Voices in Contemporary Islamic Discourse	Gallab	25	3	S	3		
REL 690	Reading and Conference: Studies in Theravada Buddhism	Schober	100	3	F		4	
		Enrollment totals:				2821	2115	
		Total Courses:				26		

History			31 Asian-content classes			2077 Students enrolled		
School of Historical, Philosophical and Religious Studies								
Subject Level	Course Name and Description	Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
HST 100	Global History to 1500: surveys human origins; early civilizations in Africa and Eurasia; the ancient Mediterranean; the pre-Columbian Americas; the rise of Islam and Muslim empires; medieval Europe; the Indian sub-continent and imperial China, to 1500.	Clay, Sullivan, Beresford, Simonton, Neill	25	3	F, Sp, S	986	862	Y
HST 101	Global History Since 1500: surveys Africa, the Americas, and Eurasia; changes in communication, communities, demography, economics, environment, politics, religion, technology, warfare, and women.	Adams, Benkert, Beresford, Sharman	25	3	F, Sp, S	528	404	Y
HST 106	Asian Civilizations: civilizations of China, Japan, and India from antiquity to the 17th century.	Thornton	100	3	F, Sp	22	0	
HST 108	Introduction to Japan: historical survey of the people, culture, politics, and economy of Japan.	Staff	100	3	Sp			
HST 111	Introduction to Asia: offers a basic introduction to the geography, history, cultures, states, and societies of South and Southeast Asia as well as China, Japan, and Korea.	Rush	100	3	F, Sp	42	56	Y
HST 240	Introduction to Southeast Asia: introduction to the cultures, religions, political systems, geography, and history of Southeast Asia.	Lundry	100	3	F, Sp	48	18	Y
HST 301	Global History of Health: examines disease and health transitions in broadest context of human history.	Green	25	3	F	10	0	
HST 302	Peace Studies	Saikia	25	3	F			Y
HST 303	Studies in Asian History: explores countries, cultures, and issues in history, and their interpretation in historical scholarship.	Staff	100	3	F, Sp, S	382	252	
HST 303	The British Empire in Asia	Machander	100	3	F, S	13	64	
HST 303	China, Japan & East Asia in World History	Machander	100	3	Sp	17	21	
HST 303	Film and Politics in Colonial Asia	Lundry	100	3	Sp	35		
HST 303	Women in Asia	Thornton	100	3	Sp			
HST 303	WWII in Asia: Cultures of War	Moore	100	3	F	77		
HST 303	Modern China: Personal Narratives and Histories	Vu	100	3	F		13	Y
HST 310	Film as History: in-depth study of moving image media as recorder, object, and writer of history.	Guillory	25	3	F, Sp	0	0	Y
HST 383	China: political, economic, social, and cultural history of the Chinese people from early times to the 17th century	Li	100	3	F, Sp	0	19	
HST 385	History of Chinese Medicine: Explores developments of Chinese traditions dealing with the natural world, science, and medicine.	Staff	100	3	F	0	0	
HST 386	Interpreting China's Classics: study of selected Confucian and/or Taoist classics and ways they have been read in both Asian and Western scholarship.	Feezell, Wolf	100	3	F, Sp	7	12	
HST 387	Japan: political, economic, social, and cultural history of the Japanese people from early times to the 17th century.	Thornton	100	3		17	0	
HST 388	Japan: political, economic, social, and cultural history of the Japanese people from the 17th century to the present	Moore	100	3	F, Sp, S	42	0	

History		31 Asian-content classes				2077 Students enrolled		
School of Historical, Philosophical and Religious Studies								
Subject Level	Course Name and Description	Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
HST 389	Japan Society & Values/Premod: effects of economic and social transitions on personal and social values as reflected in the dramatizations of contemporary events.	Thornton	100	3	Sp	0	0	
HST 391	Modern Southeast Asia: Vietnam, Laos, Cambodia, Thailand, Burma, Malaysia, Singapore, Brunei, Indonesia, and Philippines since 1750; imperialism, revolution, and independence.	Rush	100	3	F, Sp, S	94	62	
HST 392	Modern India	Saikia	100	3	F			Y
HST 392	Modern South Asia: in-depth study of modern India and its neighboring countries from the 18th century to the present.	Staff	100	3	Sp	0	0	Y
HST 426	The British Empire: British imperialism and colonialism in Africa, the Americas, Asia, and the South Pacific.	Barth	25	3	Sp	34	0	
HST 451	Chinese Cultural History I: China's classics in translation studied both for their intrinsic ideas and for the origins of Chinese thought.	Yang	100	3	F	0	6	Y
HST 452	Chinese Cultural History II: evolution of Confucian thought, its synthesis with Taoism and Buddhism, and modern reactions against, and uses of, Confucian traditions.	Yang	100	3	Sp	1	4	
HST 456	The Vietnam War: intersection of American and Asian histories in Vietnam, viewed from as many sides as possible.	Stevens	75	3	F, Sp, S	284	216	Y
HST 495	Methods of Historical Inquiry: the American Experience in Vietnam	Horohoe	50	3	F	24	0	
HST 496	South, SE & East Asia in the Global Matrix	Rush	100	3	Sp	6	4	
HST 495	Special Topic: Chinese Revolutions 1911-1949	Vu	100	3	F			Y
HST 643	Global History: core readings engage key historical monographs focused on global history.	Barnes	25	3	F, Sp	50	64	
		Enrollment totals:				2719	2077	
		Total Courses:			31			

English		5 Asian-content classes				54 Students enrolled		
Subject Level	Course Name and Description	Instructor/s	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
ENG 436	POSTCOLONIAL STUDIES: Literary, social, and cultural issues of English-speaking former colonial territories. May be repeated for credit when topics vary.	Mallot Jr, Free	25	3	F, Sp	0	19	
ENG 436	WRITING & REWRITING EMPIRE: Literary, social, and cultural issues of English-speaking former colonial territories. May be repeated for credit when topics vary.	Free	25	3	Sp			
ENG 436	CARNIVORES, CANNIBALS AND CONSUMERISM: Literary, social, and cultural issues of English-speaking former colonial territories. May be repeated for credit when topics vary.	Terneus	25	3	F, Sp			
ENG 436	LITERARY CARTOGRAPHIES: POSTCOLONIAL LITERATURE Literary, social, and cultural issues of English-speaking former colonial territories. May be repeated for credit when topics vary.	Rangarajan	25	3	Sp	38	0	
ENG 460	ETHNIC WOMEN WRITERS: Concentrates on selected women writers of the U.S. who are Native American, African American, Hispanic, and Asian American.	Groft, Desiree Prieto	25	3	F, Sp	25	35	
Enrollment totals:						63	54	
Total Courses:						5		



SOCIAL SCIENCES			50 Asian-content classes				1970 Students enrolled		
Political Science			9 Asian-content classes				643 Students enrolled		
School of Politics and Global Studies									
Subject Level	Course Name and Description		Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
POS/ GCU/ HST/ SGS 240	INTRODUCTION TO SE ASIA Interdisciplinary introduction to the cultures, religions, political systems, geography, and history of Southeast Asia.		RUSH	100	3	F, SP	20	5	Y
POS 351	DEMOCRATIZATION Examines the consolidation of democracies in postauthoritarian and postcommunist settings, includes 25% coverage of Asia		Shair-Rosenfield, Gifford, Schatzman	25	3	F, Sp	113	137	Y
POS 357	SOUTHEAST ASIA Political background, governmental institutions, political dynamics, and developmental problems of Southeast Asian nations.		SHAIR-ROSENFELD	100	3	F, Sp	0	0	Y
POS 360	WORLD POLITICS Theory and practice of statecraft as applied to selected issues, regions, or eras.		SIMON/CHO	25	3	F, Sp	367	378	Y
POS 378	RELIGION, WAR, AND PEACE In-depth study of the religious, political and ethical dimensions of violence and war. Includes 25% coverage of Islam.		Warner, Davis	25	3	F, Sp	36	36	Y
POS 452	GOVERNMENT AND POLICITICS OF CHINA Background of the Communist revolution, political processes, and developmental problems in China from a comparative perspective.		SIMON, SHAIR-ROSENFELD	100	3	F, Sp	0	0	
POS 468	COMPARATIVE ASIAN FOREIGN POLICY Foreign policies of the Asian states, emphasizing their security relations and movements toward regionalism.		SIMON	100	3	F		8	Y
POS 563	COMP. ASIAN SECURITY POLICIES Analyzes domestic and international constraints, belief systems, and economic components in security decisions by major powers and Asian nations.		SIMON	100	3	F	0	0	
POS 494	SOUTHEAST ASIA Political background, governmental institutions, political dynamics, and developmental problems of Southeast Asian nations.		SIMON	100	3	F	99	79	
School Enrollment							635	643	
Total courses:					9				
Global Studies			12 Asian-content classes				53 Students enrolled		
School of Politics and Global Studies									
Subject Level	Course Name and Description		Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
REL/ SGS 107	RELIGION AND GLOBALIZATION Explores how different religions interact with the various processes of globalization. Includes extensive discussions of Indonesia.		DUNCAN	25	3	F	20	25	Y
SGS 111	GLOBAL HISTORY SINCE 1500 Surveys Africa, the Americas, and Eurasia; changes in communication, communities, demography, economics, environment, politics, religion, technology, warfare, and women.		Benkert, Wright	25	3	F, Sp	70	15	Y
POS/ GCU/ HST/ SGS 240	INTRODUCTION TO SE ASIA Interdisciplinary introduction to the cultures, religions, political systems, geography, and history of Southeast Asia.		RUSH	100	3	F	20	5	Y
SGS 311	URBANIZATION IN CHINA Explores contemporary and future Chinese urbanization from economic, built form, and environmental perspectives.		WEBSTER	100	3	Sp	0	0	
SGS 381	MODERN SOUTHEAST ASIA Vietnam, Laos, Cambodia, Thailand, Burma, Malaysia, Singapore, Brunei, Indonesia, and Philippines since 1750; imperialism, revolution, and independence.		RUSH	100	3	Sp	1		
SGS 394	SPECIAL TOPICS: GLOBALIZATION & CULTURE OF CONSUMPTION		HAINES	25	3	Sp			
SGS 394	GLOBAL MARKETS Building upon both micro- and macro-economic principles, this course explores fundamental economic and local and global arrangements of competition and cooperation.		SHERIFF	25	3	F, Sp		8	
SGS 394	PRINCIPLES OF ECON DEV GLOBAL Economic development and globalization are explored using the perspective of structure of production, whereby global markets are understood to expand extensively and intensively. Includes 25% coverage of China		STAFF	25	3	F, Sp			Y
SGS 442	CHINA IN TRANSITION This course offers an introduction to the politics of People's Republic of China with a focus on political and economic transitions of the Reform Era. The purpose of the course is to provide a working knowledge for understanding political events and change in contemporary China.		SHAIR-ROSENFELD/WANG	100	3	Sp			
SGS 442	DIFFERENT VOICES IN CONTEMPORARY ISLAMIC DISCOURSE Examines modern Muslim discourse on major contemporary issues		Gallab	25	3	Sp	4		
SGS/ CHI 494	UNDERSTANDING CHINA'S ECON. TRANSFORMATION Taught as a capstone seminar, students can choose a subject of their own, be it governance, conflict, development, environment, urbanization, economics, or culture, and pursue it in the Chinese context.		STAFF	100	3	Sp			
SGS 494	CHINA & GLOBALIZATION Taught as a capstone seminar, students can choose a subject of their own, be it governance, conflict, development, environment, urbanization, or culture, and pursue it in the Chinese context.		STAFF	100	3	Sp			
School Enrollment							115	53	
Total courses:					12				

Anthropology			8 Asian-content classes				376 Students enrolled		
School of Human Evolution and Social Change									
Subject Level	Course Name and Description		Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
AFS/ ASB 202	IMM & ETHNIC RELATIONS IN US The ethnic and social consequences of international migration with a focus on the United States.		TSUDA, MOWZON, ESTRADA	25	3	F, Sp	270	229	Y
ASB 252	SPORTS AND CULTURE Cross-cultural examination of symbolic and social dimensions of sports past and present. Uses examples from Thai sports.		JONSSON	25	3	F	150	110	Y
ASB 325	PEOPLES OF SOUTHEAST ASIA Cultural-ecological perspective on the peoples of mainland and insular Southeast Asia. Subsistence modes, social organization, and the impact of modernization.		JONSSON	100	3	F, Sp	19	0	
ASB 412	HISTORY OF ANTHROPOLGY Historical treatment of the development of the culture concept and its expression in the chief theoretical trends in anthropology between 1860 and 1950.		JONSSON	25	3	Sp	0	26	
ASB 531	ANTHROPOLOGY OF DEVELOPMENT Theories of development and the human and environmental consequences of development, with particular emphasis on rural Southeast Asia.		EDER	50	3	F	0	0	
ASB 541	THEORY IN SOCIOCULTRL ANTHRO Basic issues and concepts in sociocultural anthropology.		JONSSON/ TSUDA	25	3	Sp	0	9	
ASB 570	IMMIGRATION TO THE U.S. Covers some of the major topics and issues in immigration studies with a focus on the United States. Uses both theoretical works dealing with the causes and consequences of international migration.		TSUDA	25	3	F	0	0	
ASB/ REL 691	THEORIES IN ANTHRO. OF RELIGION The course examines the theoretical literature on the anthropology of religion, the anthropology of religious traditions and religious practice. Includes 30% coverage of Asian religions		SCHOBER	30	3	F, Sp	0	2	
School Enrollment							439	376	
Total courses:					8				

School of Geographical Sciences and Urban Planning			6 Asian-content classes			185 Students enrolled		
Subject Level	Course Name and Description	Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
GCU 121	WORLD GEOGRAPHY Description and analysis of areal variations in social, economic, and political phenomena in major world regions. Includes 30% coverage on Asia	HASSINAN, LARSON, SHAEFFER, HAWKINSON	25	4	F, Sp	125	180	Y
POS/ GCU/ HST/ SGS 240	INTRODUCTION TO SOUTHEAST ASIA Interdisciplinary introduction to the cultures, religions, political systems, geography, and history of Southeast Asia.	SHAEFFER, RUSH	100	3	F	20	5	Y
GCU 394	GEOGRAPHY OF SOUTH ASIA It is a systematic course covering the physical and human geography of South Asia, defined as India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, and the Maldives.	SHAEFFER	100	3	Sp	0	0	
GCU 432	GEOGRAPHY OF CHINA Examines the physical, economic, cultural, social, demographic, agricultural, political, historical, and environmental aspects of the geography of China.	WEBSTER	100	3	F	7		Y
GCU 515	HUMAN MIGRATION Economic, political, social, and geographic factors underlying population movements. Migration selectivity, streams and counter-streams, labor migration, and migration decision making.	LI	25	3	Sp	4	0	Y
PUP 591	SEMINAR: City Building in Asia	WEBSTER	100	3	F	6		
School Enrollment						162	185	
Total courses:				6				

School of Social Transformation			11 Asian-content classes			412 Students enrolled		
Subject Level	Course Name and Description	Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
APA 200	INTRO ASIAN PACIF AMER STUDIES Examines historical and contemporary issues facing Asian Americans and Pacific Islanders in the United States.	LI/OW/RONDILLA/KU O/BAE/GUEVARRA JR	50	3	F, Sp, S	245	222	Y
APA 310	ASIAN PACIFIC AMERICAN ARTS & CULTURE In-depth exploration of Asian Pacific American cultural expression in art, literature, film, theatre, dance, and music.	KUO	50	3	Sp		28	
APA 315	ASIAN PACIFIC AMERICAN LITERATURE In-depth exploration of the literary history, critical reception, and major theories in Asian Pacific American poetry, fiction, and prose.	KUO, Leong	50	3	F	14		Y
APA 330	ASIAN PACIFIC AMERICAN GENDERS AND SEXUALITIES In-depth exploration of gender and sexuality issues as they relate to Asian Pacific American experiences	Kuo, Rondilla	50	3	F, Sp, S	68		Y
APA 345	ASIAN PACIFIC AMERICANS & FILM In-depth examination of the representations of Asian Pacific Americans in narrative, popular, experimental, and documentary film.	Kuo, Rondilla	50	3	F, Sp, S	140	55	Y
APA 355	Asian American Psychology	Yoo	50	3	F			Y
APA 360/ 450	ASIAN PACIFIC AMER CONTEMP ISSUES Advanced study of the historical and contemporary experiences of Asian Pacific American racial/ethnic groups in the United States.	YOO/GUEVARRA JR.	50	3	F, Sp	28	60	Y

APA 360	CHINESE AMERICAN EXPERIENCE Advanced study of the historical and contemporary experiences of Asian Pacific American racial/ethnic groups in the United States.	LI/OW	50	3	F, Sp	9	22	Y
APA 360	JAPANESE AMERICAN EXPERIENCE Advanced study of the historical and contemporary experiences of Asian Pacific American racial/ethnic groups in the United States.	LEONG	50	3	Sp	39	0	
APA 394	Special Topics: Bruce Lee	Yoo	50	3	F	24	21	Y
JUS 620	JUSTICE RESEARCH METHODOLOGY Covers the epistemology of knowledge and method in justice research, history, and philosophy of social science and critical inquiry, as well as perspectives that link these concerns to research strategies.	QUAN/ROMERO	25	3	F	5	4	
School Enrollment						572	412	
Total courses:			11					

School of Sustainability			3 Asian-content classes			272 Students enrolled		
Subject Level	Course Name and Description	Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
SOS 325	ECONOMICS OF SUSTAINABILITY Applies economic principles to the allocation of environmental goods and services, external environmental effects, and environmental public goods; decision-making under uncertainty, adaptation to and mitigation of environmental change. Includes S. Asian materials	AGGARWAL/MOLINA	25	3	F, Sp, S	258	186	Y
SOS 322/530	INTL. DEVELOP. & SUSTAINABILITY Historical roots of the idea of development; economic theories of growth and their implications for sustainability; interrelationship among population growth, food security, poverty, inequality, urbanization, technological change, international trade, and environmental change. Includes 25% coverage of Asia.	TEKALA/NAVARRETE/MOHAVED/AGGARWAL	25	3	F, Sp	59	75	Y
PUP 548	PLANG FOR SUSTAINBLE COMMUNITY Theory and applications connecting sustainability sciences and practice to urban environmental planning. Sustainable urban development, restoration, and preservation.	MEEROW/ZHANG	25	3	Sp	0	11	
School Enrollment						317	272	
Total courses:			3					

School of Life Sciences			1 Asian-content classes			29 Students enrolled		
Subject Level	Course Name and Description	Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
BIO 412	CONSERVATION IN PRACTICE Global biodiversity patterns, processes, and conservation; global environmental change; sustainable use of natural resources; emphasizing international approaches to conservation biology.	HONZAK/SOMMERS/S MITH/MENTEER	25	3	Sp	0	29	
School Enrollment						0	29	
Total courses:			1					

<b>PROFESSIONAL SCHOOLS</b>	<b>36 Asian-content classes</b>	<b>1777 Students enrolled</b>
-----------------------------	---------------------------------	-------------------------------

Arts		21 Asian-content classes				434 Students enrolled				
Herberger Institute of Design and the Arts										
Subject Level	Course Name and Description		Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018	
ARS 201	ART OF ASIA: History of the art of the Asian cultures, with emphasis on China, Japan, and India. Meets non-Western art history requirement.		BROWN/WELCH/MCMURTRY/BADILLO/KESLER/GREENE	100	3	F, Sp	224	209	Y	
ARS 440/540	IDENTITY AND WORLD FILM Examines how films around the world represent gender, race, ethnicity, and sexual orientation through the lens of genres and their variations and how genres reinforce or critique stereotypes.		CODELL	25	3	F	9	0		
ARS 444/544	FILMS OF INDIA Examines classic, Bollywood and diasporic films of India from 1950 to the present.		CODELL	100	3	Sp	0	0		
ARS 472	ART OF CHINA Study of major forms in Chinese art, such as ritual bronze, sculpture, ceramic, calligraphy, painting, and architecture.		DEACON	100	3	Sp	108		Y	
ARS 473	ART OF JAPAN Japanese art from the Jomon period to the present.		BROWN	100	3	F	85	62	Y	
ARS 475	CHINESE PAINTING From Ku K'ai-chin to Ch'i Pai-shih. Major artists, styles, and movements in Chinese painting. Meets non-Western art history requirement.		BROWN	100	3	Sp	39	28		
ARS 494/598	MODERN AND CONTEMPORARY CHINESE ART Covers topics of immediate or special interest to a faculty member and students.		BROWN	100	3	F	0	0		
ARS 574	STUDIES IN JAPANESE ART Critical examination of the nature and history of Japanese art, its rich heritage and its indebtedness to foreign sources.		BROWN	100	3	F	6	12	Y	
ARS 575	APPROACHES TO CHINESE PAINTING Critical history of Chinese painting from Eastern Chou to 1911. Emphasis on masters, regional developments, and conceptual underpinnings.		BROWN	100	3	Sp	4	5		
ARS 591	CHINESE AND JAPANESE ART AND VISUAL CULTURE A small class emphasizing discussion, presentations by students, and written research papers.		BROWN	100	3	F		7		
ARS 591	APPROACHES TO ASIAN ART A small class emphasizing discussion, presentations by students, and written research papers.		BROWN	100	3	F				
ARS 591	INTERNATIONAL INTERACTIONS IN ART This graduate seminar considers the artistic activity across borders through history. Interactions between East Asia and Europe figure prominently, as do interactions among Asian civilizations.		BROWN	25	3	Sp	6			
ARS 591	EAST-WEST ENCOUNTERS IN ART This graduate seminar explores East-West encounters in art, including the European movements of Chinoiserie and Japonisme, and the introduction of Western style art at the 18th century Chinese court and in Meiji period Japan.		BROWN	50	3	F		4		
ART 494	SPECIAL TOPICS: CHINA PAINTING		WEISER	100		Sp	12			
ART 598	SPECIAL TOPICS: CHINA PAINTING		WEISER	100		Sp	5			
DCE 116	T'AI CHI CHUAN I Introduces an ancient Chinese internal martial art form.		CHAN	100	3	F, Sp	121	60	Y	
DCE 194	SPECIAL TOPICS: CHINESE FOLK DANCE		LIANG	100	3	Sp	15		Y	
DCE 194	Special Topics: Intro to Chinese Classical Dance		Kong						Y	
DCE 216	T'AI CHI CHUAN II Intermediate-level study of the ancient Chinese martial art of rounded, fluid, balanced movements.		CHAN	100	3	F, Sp	34	18	Y	
THE 404	WORLD CINEMA		TAYLOR	25	3	F	98			
THE 406	AMERICAN MULTICULTURAL FILM: Examines Native, African, Asian, and Latina and Latino American films and film artists in cinema history and production.		GINER	25	3	F	31	29	Y	
			School Enrollment Totals				797	434		
			Total courses:	21						

Music		4 Asian-content classes				130 Students enrolled		
School of Music								
Subject Level	Course Name and Description	Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
MHL 140	MUSIC AS CULTURE Introduces a range of practical and intellectual challenges presented by encounters with various kinds of music.	SOLIS/POUPARD/PALMER	25	3	F,Sp	68	85	Y
MHL 344	MUSIC IN WORLD CULTURES Examines the relations among music, dance, theatre, religion, and social status in Asia, Africa, Oceania, Europe, and the United States.	LITTLE	25	3	F, Sp	54	29	Y
MUP 587	ETHN ENS. GAMELAN Performance learning experience for the music of various cultures of the world.	SOLIS	25	1	F,Sp	8	16	Y
MUS 371	WORLD MUSIC	LITTLE	25	3	Sp	50		
School Enrollment Totals						180	130	
Total courses:				4				

Hugh Downs School of Communication			4 Asian-content classes			1086 Students enrolled		
Subject Level	Course Name and Description	Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
COM 263	ELEMENTS INTERCULTURAL COMM This course is designed to enable undergraduate students to think about and apply communication theory and research to issues concerning intercultural communication, including communication in Asian contexts.	HUNAG, MINER, CAMPBELL, DUTTA, BROOME, SUWINYATTICHAIPORN, FELLNER, HESS, LIU, CHEN, BOWER, CHEVRETTE, DE LA GARZA, HOMMADOVA	25	3	F,Sp, S	880	1068	Y
COM 394	SPECIAL TOPICS: DIGITAL MEDIA CULTURE & ASIA	CHEONG	100	3	F		18	
COM 691	FACILITATING INTERCULTURAL DIALOGUE A small class emphasizing discussion, presentations by students, and written research papers. includes coverage of Turkey and Cyprus	BROOME	25	3	F	12		Y
COM 691	COMMUNICATIONS TECHNOLOGY AND CULTURE: IDENTITY & POLICY This graduate seminar will examine what the changing technological landscape means in terms of mediated modes of communicating and cultural change(s). Primary examples are drawn from Asian social networks.	CHEONG	25	3	F			
School Enrollment Totals						892	1086	
Total courses:				4				

W.P. Carey School of Business			7 Asian-content classes			127 Students enrolled		
Subject Level	Course Name and Description	Instructor(s)	Percent Asia	Hours	Semester	2016-2017	2017-2018	Offered Fall 2018
MGT 404	Global Business Communication/ Chinese. Capstone course designed to synthesize the knowledge acquired from business, language and cultural coursework in the BA in Business: concentration in Chinese Language and							Y
DBA 708	COPORATE FIN & GOVERNANCE Helps students understand the link between finance and corporate strategies, as well as examine ways to establish and reform the practices of corporate governance in China.	GU	50		F	27	46	Y
DBA 713	ADVANCED TOPICS IN STRATEGY MANAGEMENT DOM Reexamines many popular best practices through panel discussion and speaker series on why some of those practices failed to work in China, and how firms have creatively modified their strategic undertakings to fit its	GU	50		F	25	35	Y
ECN 335	SOUTH ASIA & WORLD ECONOMY Develops and discusses alternative theories of trade, development, and growth in the context of south Asia and the world economy.	DATTA	100	3	F	54	0	
ECN 591	GLOBALIZATION, BUSINESS, AND MARKETS Examines how the design of global economic policy interacts with the private sector to determine economic outcomes. Includes 25% S. Asia	PEI/ REFFETT/ DATTA	25	3	F, Sp	0	0	
WPC 591	Special Topics: Global Intensive Trek 2018- Japan	Sosyura						Y
WPC 598	SPECIAL TOPICS: CURRENT TRENDS CHINA ECON FIN MANAGEMENT	SHEN	100		F		46	Y
School Enrollment Totals						106	127	
Total courses:				7				

Project Goal 1: Increase by 10% the number of students completing intermediate Asian LCTL curriculum, compared to BL									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Increase # of Asian LCTLs offered by adding Hindi and advanced Burmese	1a. Develop Hindi/Urdu track through hire of qualifid Hindi/Urdu instructor	1a.i. Offer HIN 101 and 102 in Yr. 1; 201 and 202 in Yr.2); add advanced on demand	Semester	Institutional records, course schedule	0	2	4	4	4
		1a.ii. Hiring contract, review of curriculum development	Semester	Institutional records	0	1	1	1	1
	1b. Maintain # of students in Advanced Burmese	1b.i. Offer Advanced Burmese (third year)	Semester	Enrollment records	3	3	3	0	0
2. Develop new Korean language major	2a. Increase levels of instruction in Korean language courses from 2 to 4 in 2022	2ai. Offer additional 300 and 400 level courses in Korean language instruction	Semester	Course schedule	2	2	3	3	4
	2b. Obtain institutional approval	2b.i. Curriculum committee review	2020	Institutional approval	16	18	20	22	24
3. ACTFL/OPI training for language faculty	3a. Collaborate w/ SILC to offer annual OPI training for two language faculty per year	3a.i. Participation record	Annual	Completion records	0	2	2	2	2
4. Increase number of undergraduates with intermediate proficiency in priority LCTLs	4a. Increase courses, recruitment/retention through SILC advisors and Curriculum/FLAS Coordinator	4a.i. Meeting notes, monitor enrollments	Semester	Number of intermediate courses, student completion records	377	380	380	390	415

Project Goal 2: Increase Number of ASU students graduating in Asia related degree programs by 10% compared to BL									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Increase advanced new courses on Asia in humanities, social sciences and professional schools, leading to. 4+1 option for UG students in Asian Studies degree programs	1a. Work with Center faculty and academic advisors to plan, develop and implement new advanced area studies courses across disciplines and sub-regions	1a.i. Number of advanced courses being developed, including capstone seminar	Semester	Institutional records, meeting notes	0	4	4	4	4
	1b. Hire Curriculum/ FLAS Coordinator	1b.i. Interviews completed	Once	Hiring contract, institutional records	0	1	0	0	0
	1c. Advertise position and hire mainland SEA historian	1c.i. Interviews completed	Once	Institutional records	0	1	0	0	0
2. Increase number of Asia majors	2a. Work with unit advisors to recruit across campus	2a.i. Number of students enrolled in Asia majors	Annual	Institutional records	27	30	35	40	45
	2b. Work with the Honors College Global Studies	2b.i. Number of honors students taking Asian content courses	Annual	Institutional records	9	15	20	25	30
3. Increase number of students completing at least 3 Asia related courses	3a. Introduce new prefix to cross-list Asia courses to increase visibility for students making enrollment decisions	3a.i. Track enrollment patterns of students taking Asian content courses	Semester	Institutional Databases	250	300	350	350	350
4. Add 4+1 MA	4a. Develop advanced area studies courses	4a.i. Number of majors	Annual	Registrar	0	0	1	2	4

<b>Project Goal 3: Strengthen Impact of Outreach about Asian Studies and LCTLs at All Education Levels</b>									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Increase dissemination of knowledge about Asia at all levels of higher education through public lectures, conferences and institutional linkages	1a. Organize public lecture series and annual conferences	1a.i. Number of events hosted by the Center	Ongoing	Institutional records	1	2	2	2	2
	1b. Promote networks for improved	1b.i. Number of new linkages, affiliations and partnerships with NRCs, institutions and consortia nationally and internationally	Ongoing	Institutional records, i.e. trip reports, email, meeting notes, etc.	0	1	1	0	0
	1c. Increase by 10% attendance at campus outreach events	1c.i. Attendance at Center events	Ongoing	Center's attendance records	35	40	40	40	40
2. Teacher training for K-12	2a. Collaborate with Chinese immersion programs at Desert Ridge Elementary School	2a.i. Number of teacher training events hosted	Annual	Institutional records, email	0	1	1	1	1
	2b. Lectures on Asia at AZ Council for History Education (Middle and HS) Teachers' Conference	2b.i. Attendance of HS and MS teachers at Asia content presentations	Annual	Registration records	0	1	1	1	1
	2c. Increase outreach of public, education and business communities through media (website, blogs,, campus news office); e.g. collaboration w ASU Museum on exhibit of Frank Lloyd Wright's Japanese wood block prints and Japanese performance.	2c.i. Number of people/ teachers attending events	Ongoing	ASU/ Herberger Institute attendance records	2	4	5	6	7
3. Teacher training for community college teachers on Asian-content and global curriculum development	3a. Organize two lectures per semester on current issues in Asia in MCC Global Forum series for MCC faculty and administrators	3a.i. Number of CC teachers attending the event	Semester	Attendance records	0	20	20	20	20
	3b. Co-organize annual conference for CC teachers on themes like <i>Infusing Asian Content into Undergraduate Courses</i> demonstrating Asia Mediated course modules	3b.i. Track adoption of Asia mediated modules by community colleges	Annual	Event program, attendance records, # of teaching modules accessed	1	1	1	1	1





June 18, 2018

Ms. Cheryl Gibbs  
Senior Program Officer  
U.S. Department of Education, OPE  
Higher Education Programs  
International and Foreign Language Education  
Foreign Language and Area Studies Program  
1990 K Street, N.W., 6th Floor  
Mail Stop K-OPE-6-6078  
Washington, DC 20006

Dear Ms. Gibbs:

I write to give my presidential endorsement to the Title VI proposal the Center for Asian Research is submitting to the U.S. Department of Education to establish at Arizona State University a federally funded Undergraduate National Resource and Foreign Language and Area Studies awarding Center of Excellence for all regions of Asia. The proposal seeks NRC/FLAS funding of \$2.2 million over four years (2018-2021).

I strongly support the proposal submitted by Professor Juliane Schober, Director of the Center for Asian Research that leverages ASU's exceptional expertise and long-standing commitment to the study of Asia. The goals of the NRC/FLAS Center will be amplified by ASU's mission of access, excellence and innovation and by our institutional commitment to global engagement and service to the community. The NRC/FLAS center will contribute significantly to the national pool of experts on Asia and its languages and produce ASU graduates ready to become leaders in areas of national need, including government service and security fields. We are committing \$40,000 to further the mission of this proposal.

ASU continually seeks new opportunities to leverage our place and transform our society, to share our expertise and our infrastructure with the diverse population we serve. Indeed, we define ourselves not by whom we exclude, but by whom we include and how they succeed.

Professor Schober's proposal builds on our vision and on the extensive partnerships ASU has developed with institutions in Asia. NRC/FLAS support will increase literacy about Asia, its people, places and languages among ASU students and in Arizona's K-12 and community college system. It will also generate research and expert knowledge on themes that cut across regions of Asia and shape world affairs. We expect that the NRC/ FLAS center for the study of Asia will be highly successful at the ASU context. My office stands ready to support this effort as needed.

Sincerely,

A handwritten signature in blue ink that reads "Michael Crow".

Michael M. Crow  
President

June 21, 2018

Ms. Cheryl Gibbs  
Senior Program Officer  
U.S. Department of Education, OPE  
Higher Education Programs  
International and Foreign Language Education  
Foreign Language and Area Studies Program  
1990 K Street, N.W., 6th Floor  
Mail Stop K-OPE-6-6078  
Washington, DC 20006

Dear Ms. Gibbs,

As Director of the School of International Letters and Cultures, I am delighted to strongly endorse the Title VI application to establish an undergraduate NRC/FLAS Center of Excellence for the study of Asia and Asian languages at Arizona State University. I have had past opportunities to collaborate with the PI, Professor Schober, who directs the Center for Asian Research at ASU, and I look forward to future collaborations revolving around activities in support of NRC/FLAS activities. Having served previously as Associate Director of a Title VI NRC center at the University of Texas at Austin, I am well aware of the important impact these funds have on students and their ability to become future leaders in areas of national need.

The School of International Letters and Cultures offers seven LCTLs of Asia in which nearly 3,000 students enrolled during the academic year 2017-8. The School provides a tenure home to a large number of distinguished scholars of Asian Studies, who specialize in literature, culture, and linguistics: seven scholars of Chinese, two scholars of Japanese, three of Korean, and one of Indonesian. In addition, we have nine lecturers and two instructors on permanent lines who specialize in Chinese, Japanese, Korean, and Vietnamese. The School offers six undergraduate and three graduate degree programs in Asian Studies. We also take pride in having supported the Chinese Flagship Program and StarTalk for Chinese for more than a decade. We are undertaking a school-wide initiative to establish ACTFL proficiency standards for all language tracks offered at ASU, and look forward to working with the Center for Asian Research to provide the necessary ACTFL training for instructors of Asian priority languages.

**College of Liberal Arts and Sciences School of International Letters and Cultures**  
**PO Box 870202, Tempe, AZ 85287-0202**  
**P: 480-965-6281 f: 480-965-0135 email: [silc@asu.edu](mailto:silc@asu.edu) web: [www.silc.asu.edu](http://www.silc.asu.edu)**

PR/Award # P015A180167

The School has supported several programs and activities the Center organized, including a South Asia Week in 2017 that featured Indian film, culture, dance, and the study of Hindi. We have contributed to Burmese language instruction and to the Center's operations funds. I also look forward to working with the NRC/ FLAS Center to build a strong instructional program in Hindi/Urdu in the coming years.

The mission of SILC is to strengthen international engagement for students at all levels in order to provide them with the language training and global literacy tomorrow's leaders will require. The NRC/FLAS Center for Asia will be highly successful in the ASU academic environment, and I urge you to support this application.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Nina Berman". The signature is fluid and cursive, with the first name "Nina" written in a larger, more prominent script than the last name "Berman".

Nina Berman  
Director, School of International Letters and Cultures  
Professor of International Letters and Cultures

June 21, 2018

Ms. Cheryl Gibbs  
Senior Program Officer  
U.S. Department of Education, OPE  
Higher Education Programs  
International and Foreign Language Education  
Foreign Language and Area Studies Program  
1990 K Street, N.W., 6th Floor  
Mail Stop K-OPE-6-6078  
Washington, DC 20006

Dear Ms. Gibbs,

As Director of the School of History, Philosophy and Religious Studies, I write express my unqualified support for Professor Schober's application to establish an undergraduate NRC/FLAS Center for Asia at ASU. I am confident that the Title VI center of excellence will have very positive impact on our students in Asian studies.

The School of History, Philosophy and Religious Studies has outstanding researchers and teachers in Asian studies, including Professor Anne Feldhaus who is this year's President of the Association for Asian Studies. In History and in Religious Studies, our faculty expertise is quite comprehensive, covering all of the regions, traditions and histories of Asia. We offer multiple undergraduate and graduate degrees and nearly 4,200 students took Asia-related courses in our school in 2017-18.

Our school has supported in many ways the activities of the Center for Asian Research, including the Title VI UISFL "Asia Mediated" project. We are committed to making the NRC/FLAS center a success for SHPRS as well and will work with the College of Liberal Arts and Sciences to secure matching funds for a tenure-track position in Southeast Asian history for the duration of the funding cycle and ongoing support thereafter. We have already begun the administrative process required for introducing the new Asia studies course prefix and are requesting permission to plan the 4+1 master program for students in Asian studies degree programs at ASU.

Students in the School of History, Philosophy and Religious Studies acquire critical thinking skills, learn to synthesize information from multiple perspectives and develop a global literacy that prepares them to become tomorrow's leaders. The NRC/FLAS Center for Asia will be highly successful in the ASU academic environment and I urge you to support this application.

Sincerely,



Matthew Delmont  
Director and Professor





www.maricopa.edu

**International and  
Intercultural Education**

Division of  
Academic and  
Student Affairs

2411 West 14th Street  
Tempe, AZ 85281-6942

**Telephone**

480.731.8250

**Fax**

480.731.8021

**Email**

do.iie@domail.maricopa.edu

June 20, 2018

Title VI NRC and FLAS Fellowship Programs  
U.S. Department of Education  
400 Maryland Avenue, SW.  
Washington, DC 20202-4260

Dear NRC/FLAS Application Reviewers,

On behalf of the Office of International and Intercultural Education of the Maricopa County Community College District (MCCCD), I write in enthusiastic support for the proposal submitted by Arizona State University's Asian Studies Research Center for a National Resource Center for Foreign Language and Area Studies. I am very supportive of this application, as I see tremendous benefit to having an Asian-focused National Resource Center so close by and accessible to us.

The Maricopa Community College system includes ten colleges, five of which are Hispanic Serving Institutions and one of which is a Minority Serving Institution. Of the 200,000 students we serve, 45% are minority students. Our faculty and staff are committed to student success, and as part of that effort we focus on campus and curriculum internationalization, study abroad programs and other global learning opportunities for students, such as the newly developed Global Scholars Distinction Program.

In earlier years we sent many faculty to China as part of exchanges with two academic institutions there, and have hosted many Chinese faculty here in turn. In recent years we have hosted faculty-led study abroad programs in China, Vietnam, Thailand and Japan. As important as they are, they only impact a very limited number of our students. With a funded Asian Research Studies Center at ASU, we will be able to expand our reach to benefit more students, faculty and community members with Asian-focused global learning opportunities.

We especially look forward to working with the Asian Studies Research Center, in partnership with ASU's Melikian Center for Russian, Eurasian and East European Studies, on programming that will provide our faculty with regional subject-matter expertise, share best practices in curriculum internationalization, and highlight timely global topics, including our projected *Global Forum* on Chinese and Russian economic diplomacy and the new Silk Road. In addition we will be collaborating with these centers on a series of *Global Dialogues* that will be held on a rotating basis across our ten colleges to provide focused content about relevant and timely global topics that will be specifically geared for students, but open to faculty and community members as well.

*A Community of Colleges...Colleges for the Community*

| Chandler-Gilbert | Estrella Mountain | GateWay | Glendale | Mesa |  
| Paradise Valley | Phoenix College | Rio Salado | Scottsdale | South Mountain | Skill Centers |  
PR/Award # P015A180167

The Maricopa Community College District is an EEO/AA institution.

The Centers will also participate in our bi-annual Global Engagement Conference by presenting and hosting a table at the Global Fair that connects our faculty to the rich global learning resources available in our own community.

We also look forward to building on the 2017 workshop that ASU hosted for our faculty on the topic of “Engaging Asia” by offering curriculum internationalization workshops that will feature Asian content in the morning and an afternoon session on how to secure a “Global” designation for an MCCCCD course – a process that has been codified between our respective institutions and is critical for students who are transferring into ASU programs that require specific “G”-tagged courses. Taking nine credit hours of “G” courses is also a requirement for our Global Scholars Distinction Program, so the more “G” courses we have, the greater the chance a student will be able to get the required coursework for the Global Scholars Program without needing to take extra courses outside his/her field of study.

With only one NRC in the entire state of Arizona, we feel the time is ripe to have more. We look forward to this collaboration, and the distinctive benefits it will bring for our faculty and students. ASU has been a strong partner for us in our internationalization efforts and it would mean a lot to us to have a National Resource Center focused on Asian Studies right here in our local community.

Sincerely,

A handwritten signature in dark ink, appearing to read "K. Howard". The signature is fluid and cursive, with the first letter of each word being capitalized and prominent.

Kathryn Howard  
Program Manager, International and Intercultural Education  
Maricopa County Community Colleges District





# Arizona Council for History Education

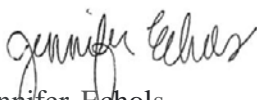
To Whom It May Concern.

In my role as President of the Arizona Council for History Education (ACHE), I am happy to endorse the Title VI application for an undergraduate NRC/FLAS Center for Asian Research submitted by Arizona State University. As Arizona's schools work to fulfill and exceed state standards, the Center for Asian Research and its affiliated faculty have already made important contributions, and we look forward to the larger-scale collaborations and opportunities for in-service teacher training envisaged in the Center's proposed outreach activities.

ACHE is a state-wide organization of educators committed to professional development for teacher and student success. We sponsor and coordinate a range of workshops and other in-service training activities. Our annual conference is attended by over 100 Arizona high school teachers and has in the past served as a platform for ASU faculty to introduce and discuss new curricular materials for teaching on the Holocaust, that were then trailed in classrooms by several of our members.

As we continue to focus on meeting Board of Education goals to develop students' critical thinking, global awareness and ability to analyze core sources from multiple perspectives, and to extend learner interaction with ideas and people both locally and globally, we look forward to deepening our partnership with ASU's Center for Asian Research and the Melikian Center. In particular, we look forward to continuing to collaborate on understanding ethnonational violence and its alternatives, and on the new proposed theme of Eurasian economic, social and cultural history, through the 2019 conference on *The Silk Road: Past and Present Iterations* and associated activities. Our membership includes many middle and high school teachers in Arizona school districts engaged in enhancing their world history curricula; we anticipate that our collaboration with ASU's internationally-oriented Centers will have broad, positive impact across the state.

Regards,

  
Jennifer Echols  
ACHE President

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:** 1234-BudgetNarrative.pdf - Adobe Acrobat Pro.pdf

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

---

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative



Title VI Undergraduate NRC and FLAS Budget		Arizona State University Center for Asian 2018-2021						Juliane Schober, Center Director						
		FY2018			FY2019			FY2020			FY2021			Project Total
1. Personnel		Salary Value	% Effort	Total	Salary Value	% Effort	Total	Salary Value	% Effort	Total	Salary Value	% Effort	Total	
A. Faculty														
*Faculty Associate, Burmese		\$8,000.00	100.00%	\$8,000	\$8,240.00	100.00%	\$8,240.00	\$8,487	100.00%	\$8,487.00	\$8,742.00	100.00%	\$8,742.00	\$33,469.00
*Lecturer, Hindi/Urdu		\$52,000.00	50.00%	\$26,000	\$53,560.00	100.00%	\$53,560.00	\$55,167	100.00%	\$55,167.00	\$56,822.00	100.00%	\$56,822.00	\$191,549.00
Assistant Professor, mainland SE Asia History, 25%		\$0.00	0.00%	\$0	\$92,700.00	25.00%	\$23,175.00	\$95,481	25.00%	\$23,870.25	\$98,345.00	25.00%	\$24,586.25	\$71,631.50
*Faculty Course buy-out for curriculum development (6 units/year @ \$4,000)		\$24,000.00	100.00%	\$24,000	\$24,720.00	100.00%	\$24,720.00	\$25,462.00	50.00%	\$12,731.00	\$26,225.00	25.00%	\$6,556.25	\$68,007.25
	Subtotals, Faculty			\$58,000			\$109,695.00			\$100,255.25			\$96,706.50	\$364,656.75
B. Administrative Staff														
*Outreach Coordinator, 50%		\$52,000.00	50.00%	\$26,000	\$53,560.00	50.00%	\$26,780.00	\$55,167.00	50.00%	\$27,583.50	\$56,822.00	50.00%	\$28,411.00	\$108,774.50
2 student assistants \$15/hour @20hrs./week/AY		\$10,500.00	100.00%	\$10,500	\$10,815.00	100.00%	\$10,815.00	\$11,139.00	100.00%	\$11,139.00	\$11,474.00	100.00%	\$11,474.00	\$43,928.00
Administrative Staff/ NRC/FLAS reporting		\$40,000.00	25.00%	\$10,000	\$41,200.00	25.00%	\$10,300.00	\$42,436.00	25.00%	\$10,609.00	\$43,709.00	25.00%	\$10,927.25	\$41,836.25
Technology communications/Web maintenance		\$52,000.00	50.00%	\$26,000	\$53,560.00	50.00%	\$26,780.00	\$55,167.00	50.00%	\$27,583.50	\$56,822.00	50.00%	\$28,411.00	\$108,774.50
*FLAS/Curriculum Coordinator		\$52,000.00	50.00%	\$26,000	\$53,560.00	50.00%	\$26,780.00	\$55,167	50.00%	\$27,583.50	\$56,822.00	50.00%	\$28,411.00	\$108,774.50
Subtotals, Staff				\$98,500			\$101,455.00			\$104,498.50			\$107,634.25	\$412,087.75
	Subtotal, Salaries			\$156,500			\$211,150			\$204,754			\$204,341	\$776,744.50
2. Fringe Benefits				Total			Total			Total			Total	
ASU Faculty ERE		27.91%		\$16,188		28.75%	\$31,537.31		29.61%	\$29,685.58		30.50%	\$29,496.00	\$106,906.69
ASU Staff ERE		36.77%		\$32,358		37.87%	\$34,325		39.01%	\$36,422.00		40.18%	\$38,638.00	\$141,742.97
ASU Student ERE		1.13%		\$119		1.16%	\$126.00		1.19%	\$133.00		1.23%	\$141.13	\$518.78
	Sub-Total			\$48,545			\$65,862.68			\$66,107.58			\$68,134.00	\$249,168.44
3. Travel		Activity	Frequency	Total	Activity	Frequency	Total	Activity	Frequency	Total	Activity	Frequency	Total	
Western Regions Asian Studies Conference	Lodging \$253, per diem \$59(\$285 per day) Air \$400, ground travel \$608, \$50 baggage fees	Conference	1	\$1,505	Conference	1	\$1,505.00	Conference	1	\$1,505.00	Conference	1	\$1,505.00	\$6,020.00
	Sub-Total			\$1,505			\$1,505			\$1,505			\$1,505	\$6,020
5. Supplies														
Library Acquisitions			1	\$5,000		1	\$5,000.00		1	\$5,000		1	\$5,000.00	\$20,000.00
Digital camera \$88, camcorder w/microphone \$109, tripod \$16.99, recorders \$29.89			1 of each	\$244										\$244.00
*Supplies for teacher workshops and classes		\$150.00	5	\$750	\$150.00	5	\$750	\$150.00	5	\$750	\$150.00	5	\$750	\$3,000.00
Computers		\$2,000.00	2	\$4,000										\$4,000.00
SD cards 64GB		\$21.99	10	\$220										\$220.00
External hard drives 3.0 USB		\$65.00	2	\$130										\$130.00
*Meals/light refreshments		\$100.00	10	\$1,000	\$100	10	\$1,000	\$100	10	\$1,000	\$100	10	\$1,000	\$4,000.00
	Sub-Total			\$11,344			\$6,750.00			\$6,750			\$6,750.00	\$31,593.90
8. Other Costs														
*ACTFL Language Assessment Faculty Training 2x\$1,500			1	\$3,000		1	\$3,000.00		1	\$3,000.00		1	\$3,000.00	\$12,000.00
*K-12 & CC Teacher Workshops			1	\$3,000		1	\$3,000.00		1	\$3,000.00		1	\$3,000.00	\$12,000.00
*MCC Faculty speaker fees (2 lectures/yr @\$250+ \$1,500/1day conference)		\$2,000.00	1	\$2,000	\$2,000.00	1	\$2,000	\$2,000.00	1	\$2,000	\$2,000.00	1	\$2,000	\$8,000.00

*Center Brown Bag Lectures		\$2,000.00	4	\$8,000	\$2,000.00	4	\$8,000	\$2,000.00	4	\$8,000	\$2,000.00	4	\$8,000	\$32,000.00
Printing and advertising costs		\$100.00	5	\$500	\$50	5	\$250	\$50	5	\$250	\$50	5	\$250	\$1,250.00
Internal Project Evaluation (UOEEO, UOIA)			1	\$2,000		1	\$2,000.00		1	\$2,000.00		1	\$2,000.00	\$8,000.00
External Project Evaluation Consultant Fees	10 days @\$300								1	\$3,000.00				\$3,000.00
External Evaluator Travel									1	\$1,500.00				\$1,500.00
Exchange Program w/ COLMEX	Lodging \$174, per diem \$49, Airfare \$450, baggage fees \$50, ground transport \$50 4 days 3 night	\$1,268.00	2	\$2,536	\$1,268.00	2	\$2,536	\$1,268	2	\$2,536	\$1,268.00	2	\$2,536	\$10,144.00
*Conference Knowledge Production Outreach		\$15,000.00	1	\$15,000	\$15,000	1	\$15,000.00	\$15,000	1	\$15,000.00	\$15,000	1	\$15,000.00	\$60,000.00
*Burmese Studies Graduate Consortium Conference collaboration with Cornell & Oxford U				\$0			\$0	\$5,000.00	1	\$5,000			\$0	\$5,000.00
*American Institute of Indonesian Studies, consortium fee		\$500.00	1	\$500	\$500.00	1	\$500	\$500.00	1	\$500	\$500.00	1	\$500	\$2,000.00
*Arizona Association for Teachers of History		\$500.00	1	\$500	\$500.00	1	\$500	\$500.00	1	\$500	\$500.00	1	\$500	\$2,000.00
*Inya Institute Rangoon, consortium fee		\$300.00	1	\$300	\$300.00	1	\$300	\$300.00	1	\$300	\$300.00	1	\$300	\$1,200.00
<b>Sub-Total</b>				<b>\$37,336</b>			<b>\$37,086.00</b>			<b>\$46,586.00</b>			<b>\$37,086.00</b>	<b>\$158,094.00</b>
<b>9. Subtotal Direct Costs</b>				<b>\$255,230</b>			<b>\$322,354</b>			<b>\$325,702</b>			<b>\$317,816</b>	<b>\$1,221,102.06</b>
<b>10. Total Indirect Costs</b>														
Total Indirect Costs	Indirect Cost Rate	8.00%		<b>\$20,418</b>			<b>\$25,788</b>			<b>\$26,056</b>			<b>\$25,425</b>	\$97,688.16
				<b>\$275,649</b>			<b>\$348,142</b>			<b>\$351,759</b>			<b>\$343,241</b>	\$1,318,790.22
<b>10. FLAS Training Stipends</b>	<b>Description</b>	<b>Cost</b>	<b>Count</b>	<b>Total</b>										
*FLAS Summer Fellowships	institutional payment	\$5,000.00	5	\$25,000										
*FLAS Summer Fellowships	subsistence	\$2,500.00	5	\$12,500										
*AY FLAS UG	subsistence	\$5,000.00	8	\$40,000										
*AY UG FLAS Awards	institutional payment	\$10,000.00	8	\$80,000										
*AY FLAS Graduate	subsistence	\$15,000.00	5	\$75,000										
*AY FLAS Graduate	institutional payment	\$18,000.00	5	\$90,000										
*Travel Awards		\$1,000.00	4	\$4,000										
<b>Annual Sub-Total</b>				<b>\$326,500</b>										
<b>4-year Subtotal</b>														<b>\$1,306,000.00</b>
<b>Total Award Amount</b>	<b>(Direct and Indirect costs for entire project)</b>													<b>\$2,624,790.22</b>

## **Budget Justification**

### **1. Personnel**

#### **A. Faculty Language and Other Instruction:**

**Faculty Associate, Burmese:** Funding is requested for a Burmese instructor for fall of 2018-2021. This instructor will meet ILR standards.

**Lecturer, Hindi/Urdu:** Funding is requested for Hindi/Urdu lecturer for 50% time beginning fall 2018-2021. This instructor will meet ILR standards.

**Assistant Professor, mainland SE Asia History:** Funding is requested for mainland SE ASIA History professor for 25% time beginning fall 2019.

**Faculty course buy-outs:** Funding is requested for faculty curriculum development for 6 units per year.

#### **B. Administrative**

**Outreach Coordinator:** 0.5 FTE position to coordinate logistics and partnerships with K-12 and community college districts; plan and implement pre-and in-service teacher training workshops and work with interns in education certification programs; assist with research conferences, create promotional materials; initiate and mentor on-campus clubs for undergraduate students, communicate course offerings and study abroad opportunities, and help to track placements after graduation. The outreach coordinator will also assist with university approvals for new degree programs. The outreach coordinator will assist with coordinating and teaching activities with teachers from ASU and Maricopa Community College.

**Student Assistants:** Hourly student workers will assist the administrative staff and director with planning, organizing and scheduling events. The student assistants will also help with arranging speaker travel, conferences, website, securing space, managing speaker travel, and arrangements.

**Administrative Staff/NRC/FLAS reporting:** 0.5 FTE staff position to manage the NRC budget, coordinate logistics, collect and report data to IRIS, compile annual evaluation reports and communicate with IFLE, Center faculty, FLAS students and UOEEE.

**Technology communications/Web maintenance:** This 0.5 FTE specialist will develop instructional databases for Asia Mediated modules, interface with K-12 and Maricopa Community Colleges and the community as well as facilitate media and digital outreach.

**FLAS/Curriculum Coordinator:** This 0.5 FTE coordinator will assist with developing, organizing and implementing the curriculum for the program. The coordinator will work closely with the program director, teachers, community colleges and students to expand content and access to the programs. The coordinator will also ensure the curriculum is in alignment with the program priorities and goals.

## **2. Fringe Benefits**

**Fringe Benefits:** Different rates apply for different employees of ASU. The Fiscal Year 2019, 2020, 2021 and 2022 rates will apply.

A. Faculty and Academic Professionals: FY 2018 Rate: 27.91% 2019-2021 3% escalation

B. Staff: FY 2018 Rate: 36.77% 2019-2021 3% escalation

C. Hourly students: FY 2018 Rate: 1.13% 2019-2021 3% escalation

## **3. Travel**

**A. Local/Out of State:** PI to DC for NRC Meetings to Western Regions Asian Studies Conference. ASU standard per diem rates will apply. Airfare per Expedia \$400, lodging: \$226 per night, per diem \$59 (\$285 per day), ground travel \$60 and baggage fees \$50. Project director will take 4 trips total for project. (4 days and 3 nights). Airfare \$500 per person per Expedia.

## **5. Supplies**

**A. Library Acquisitions:** Funds to maintain and strengthen important library collections to go along side with Hindi and Urdu language instruction materials.

**B. Supplies:** Funding is requested for supplies for teacher workshops, classes, curriculum toolkits and presentations. Funds for poster boards, markers, for events, conferences and student enrollment. Digital recorders, digital camera, camcorder, SD cards to film workshops, events, and brown bag lecture series for website. Materials community outreach events and Maricopa Community College events. Meals and light refreshments for all day workshops with ASU and community college teachers and conferences to further teacher training and activities. The light refreshments which include water, ice tea, small snacks. Meals for all day workshops, events and conferences will only be for sponsor approved work activities to ensure the time is utilized for full participation and to further the mission/impact of the program. External hard drive will be used to transport information for conferences, workshops and community outreach. 2 computers are requested for specific tasks related to the project. These tasks include but are not limited to data collection for reporting on outcomes, attendance, specific tasks for Department of Ed reporting requirements. The other one will be used solely by the technology communication and web maintenance employee for all items relating to the data collection and web profiles relating to the program. The computers are necessary to implement the project. The computers will adhere to ASU policies and security procedures relating to computers. After the project is completed the computers will be returned to the sponsor if required.

## **8. Other**

**A. ACTFL Language Assessment:** Support for ASU's School on International Letter and Culture effort for ACTFL training for Asian LCTL teachers.

**B. K-12 & CC Teacher Workshops:** Requesting funds to support K-12 teacher training workshops for K-12 school districts in the Phoenix area. The workshops are to work with Maricopa Community College to expand their curriculum about Asia, leading to an international studies designation. To make the NRC's K-12 collaborations sustainable, enhance K-12 teacher training, and improve the curriculum on Asia.

**C. MCC Faculty Speaker Fees:** Support for speakers to present at a global outreach conference. This forum will present Asia Mediated modules on current issues in Asia.

**D. Center Brown Bag Lectures:** The funding will be used for outreach. The visiting speakers will have brown bag lunches to discuss the importance of learning and teaching Asian languages. This event will be open to ASU faculty, ASU graduate students, and other members of the ASU community and to Maricopa Community Colleges. The lectures will focus on language area studies. The funds also to be utilized for speaker travel and a small honorarium.

**E. Printing and Advertising Costs:** Funds are requested for printing and advertising costs for workshops, outreach activities, student enrollment and lecture series.

**F. Internal Project Evaluation:** UOEEE, UOIA internal evaluator will ensure the educational activities are adhering to the priorities of the program. The evaluator will review the enrollment and graduation rates. The internal evaluator will also assess the proficiency of the students in Asian languages.

**G. External Evaluation Costs:** Will provide a review of enrollment, graduation rates, post-graduate employment, and graduate placement in teaching and other professions where knowledge about and proficiency in Asian languages contributes to meeting national, regional and local needs. The external evaluator will have a different range of expertise that is not available from the project personnel. The purpose of the external evaluator is to provide an objective assessment based on his or her knowledge of the field and comparable programs. The objectivity provided by an external evaluator will ensure a complete view and items essential for improvement. These costs also include travel and accommodations for the external evaluator in Year 4.

**H. Exchange Program with COLMEX:** 2 travelers from Mexico City for four days and three nights for the foreign travel exchange program with Mexico. Lodging: \$161 per night and Per Diem: \$49. Airfare \$450 per person per Expedia US Carrier. The purpose of the exchange is to further teacher training and to further the mission of the center.

**I. Conference Knowledge Production/Outreach:** NRC funding will support annual research conferences, some of which are coordinated with other units like the Burmese Studies Graduate Consortium, the Western Region Asian Studies Conference and the Melikian Center at ASU. The range of topics, including the Silk Road: past and present Iterations, Global China and its

neighbors, and Digital Media in the study of Asia and Institutional linkages. The outreach will include the community college.

**J. Consortium Fees:** Conference and consortium fees related to the project. The fees are for The Burmese studies graduate consortium conference with Cornell and Oxford, American Institute of Indonesian studies, Arizona Association for Teachers of History and Inya Institute Rangoon.

## **10. Indirect Costs**

**Indirect costs:** ASU is using the 8% allowable DOE rate on direct costs excluding the training stipends. The estimated base direct cost is \$1,221,102 and indirect cost \$97,688. ASU has a federally negotiated rate with Department of Health and Human Service 7/1/2017-6/30/2020.

## **11. Training Stipends**

**Training Stipends:** The Department of Education's IFLE program provides fellowships for undergraduate and graduate students studying critical languages. They can be used for the academic year and for summer language programs. They can also be used in-country in Asia and to support doctoral research there as long as students are enrolled in language study.

### **Per Year/4 Years**

5 FLAS Summer Fellowships 5 @ \$5000
5 FLAS Summer Fellowships 5 @ \$2,500
8 AY FLAS UG 8 @ \$5,000
8 AY UG FLAS Awards 8 @ \$10,000
5 AY FLAS Graduate 5 @ \$15,000
5 AY FLAS Graduate 5 @ \$18,000
4 Travel Awards 4 @ \$1,000